

SUMMER DIARY

Watching the fading World Championship heptathlon hopes of Judy Livermore as she followed up her superb high jumping by a series of no-throws in the javelin, I recalled the last time that I saw her. She had come smiling, very patient and modest, to present the cups and medals at our school's cross-country meeting. What a good job she did, and what an example she still gives youngsters.

Judy is coached by John Anderson, one of the handful of top athletics coaches. When he was director of leisure and recreation in my home town, he offered much enthusiasm and support to our cross-country racers. I found it fascinating to talk to John on his return from Helsinki.

A Scotsman, and an ex-teacher himself, his attitude to athletics and to sport is transparently enthusiastic. Although athletes coached by him have won honours at every level, he still cleaves strongly to the values which should guide every games teacher. At the base he believes that coaching means not the Svengali-like creation of a single-minded sporting automaton but the development of a healthy, balanced person, and that the athlete for the most part is not so much the one who performs best, but the one who makes the greatest personal commitment and progress.

Anderson has a beguiling faith in human nature, and an unforgiving commitment to those qualities of courage and all-round sportsmanship which sometimes seem to be disappearing under an avalanche of pills, pound notes and petty whingeing.

Is he optimistic about the future of athletics? "Sure!" he says, looking surprised that anyone should think otherwise. "Because I am optimistic about people!"

As he talks, Anderson sometimes apologises for sounding trite. He is, however, a true teacher.



Gerald Haigh meets John Anderson (left), one of the sporting world's endangered species—an athletics coach who cares more about people than times

Clearing away the hurdles that confront the young athlete

and effectiveness, then teachers can rest secure in the rightness of helping young athletes into the sport.

I talked to Anderson because I am interested in how young people begin in sport. One problem lies in the gulf between schools and amateur sports clubs. We all know of the boy who plays rugby for his school on a Saturday morning and soccer for his

"But what concerns me is continuity for those who leave school. We need ways of bridging the gap."

Moorecroft is an example of a sportsman for whom the British way worked. At school—Woodlands, in Coventry—he was a good, though not exceptional athlete. In a system such as that in the United States, which is based upon the high school and college, he may well have faded from view. With the long-term backing of a mature and become the money/athletic late developer.

The gap between school and club sport is just one place where a talented youngster might be lost. Another gap appears when a sporting performer reaches above club level and starts to take on a line of grid. Then it costs more to travel to more events and to use more suitable training facilities. Also the performer may need better equipment. The Sports Aid Foundation was started eight years ago to plug this financial hole.

An offshoot of the Sports Council, the Foundation receives no direct government finance but runs fund-raising activities through industry, local government and the public. The national body helps those who aspire to international competition, and 10 regional foundations respond to applications for help from sporting performers within each region. Criteria for grants are based upon performance and need, but the performer has to be at the top in his or her sport at the appropriate level.

Each regional foundation has a governing body and an honorary administrator. Phil Edmondson, the administrator for the East Midlands, clearly finds much satisfaction in helping aspiring champions such as Debbie Plumtree, an up-and-coming racing cyclist.

Debbie is 18 years old, an orphan who does two jobs to finance her cycling. The foundation negotiated help from Avia Watches and T. J. Raleigh to give Debbie new racing bikes. Her problem was her "clunky" dimensions—at only 4ft 11ins, Debbie needed a made-to-measure machine and they came expensive. Raleigh made one for her which is the smallest adult racer the company has ever built.

Another young competitor helped by the S.A.F. is Brett Houghkinson of Billingham, Lincolnshire. In 1978, Brett, then aged nine, went to the Lake District on holiday. One day he had a go at winter skiing and to his surprise he skied all over Lake Ullswater at the first attempt. Now he is in the British team B squad and last week

was in Ireland competing in the European youth cup.

Water skiing is expensive, with travel, boat time and jumping skis at £1,000 a throw. Brett's mother, Mary, said: "It's thanks to the Sports Aid Foundation that we can let Brett on the water." Mary is a nurse, who as a result of a chance occurrence on a family holiday found her family thrown into a way of life they hardly could have imagined.



Judy Livermore: sets an excellent example for young athletes to follow

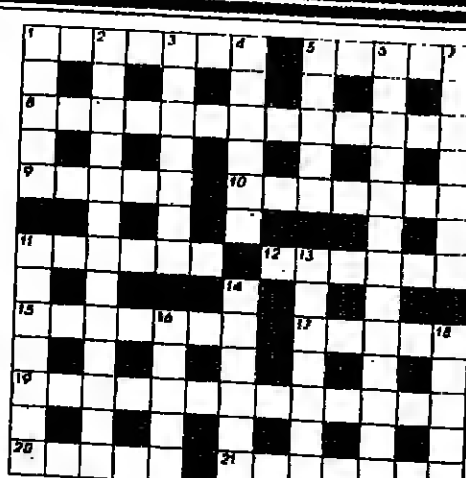
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● Last week a gremlin crept into the column and the expression "plucking savant" appeared, when what had been intended was "plucking savant".

This activity, together with "winger pepper", was used in my family to describe any puzzling and difficult activity. Where they come from I don't know, but I am discovering gradually that most of our catch phrases originate with the greatest of all Northern comedians, Frank Randle. Perhaps these did, too.

No 115 CROSSWORD by Rufus



Down

- 1 Experienced debaters will know that (5)
- 2 Commander-in-chief realising some change are necessary (12)
- 3 An early caller (7)
- 4 Naturally as bright as (5)
- 5 Clinging source of fuel found in a Scottish loch (5)
- 6 In his way men are trained for the sea (12)
- 7 Work in the theatre (5)
- 8 Used to make a fast, or to pick it (7)
- 9 Possibly married someone who thought a lot of you (7)
- 10 Crowd cheap got too tight, got too away (6)
- 11 Left in a suit entirely without support (5)
- 12 Have an old test (5)

Across

- 1 Looks at with respect (7)
- 2 Speed of agency type with a circular letter (5)
- 3 Two card-games one may come across (7-6)
- 4 Take vain steps to provide support (5)
- 5 Show sluggishness, i.e. train slowly (7)
- 6 A legal term (6)
- 7 One may find a free love arrangement in these islands (16)
- 8 A second coffee maybe (7)
- 9 Designed by Monet, perhaps? (5)
- 10 Key men in the penal system (6,7)
- 11 Ring in the nose as a heller (5)
- 12 Usually angered and upset (7)



Margaret Thatcher: made of sterner stuff. Roy Hattersley: calculated insult?

Seeing eye to eye with Mrs T at last

I now share something with Margaret Thatcher (in addition to a finely lined sense of destiny). In 1968, I had the same eye trouble which has just beset her and the same operation. She has apparently borne it with considerably more bottle than I displayed. For weeks afterwards I was a fearful recluse, conscious of every spot and twinkle in my field of vision. Had flying saucers landed at my feet, I would, reversing the usually accepted order of things, have immediately assumed that some dire event had occurred within my own right eyeball, and repaired hastily to my long suffering surgeon. Mrs T though is clearly made of sterner stuff, and has no doubt already decided that all whirrigs and dancing dots are something to do with the Arts Council and can therefore be safely ignored.

□ I can forgive Roy Hattersley a lot. After all, he is a fellow South Yorkshireman and many of his childhood

memories parallel my own. What really bugs me, though, is what he wrote in *Funch* about *The TES*. He commented on the "wealth of literary talent hanging around our colleges and universities waiting to write the odd freelance article". So what about those of us who hang about in schools, Roy? Or was it a fleecy calculated insult? The thought keeps me awake at night.

Dread day

Dateline: Thursday, August 18, 11 am. A group of sixth-formers, my eldest daughter among them, approach with terror and forced jocularity the front door of our local comprehensive school. Their mission—to retrieve and peruse their A-level results.

What did not help them on this terrible journey, beside which Shackleton's crossing to South Georgia on an open boat pales into insignificance, was that the first living soul they espied was a boy slumped on a wall in such a way that he was not allowed to occur—which proves nothing I suppose except that I am not a fit person to be in charge of the world.

In the end all was well and our house was soon filled with mildly hysterical young people. I sat in a corner trying to look invulnerable, but all the while there was the vision of that weeping lad.

Christopher Price, former chairman of the Commons Select Committee on Education, Science and the Arts, will contribute the *Diary for the next five weeks*.

THE TIMES Educational Supplement

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Government boosts cash pay-offs for teachers

by Richard Garner

Redundancy payments for teachers and college lecturers are to be increased significantly.

Under a new system for calculating their pay-off all local education authorities will be considered as one employer.

This will mean, for example, that a teacher who has been in a particular job for just two years when made redundant, but employed in the state sector for 35 years, will now be given a handshake based on 35 years' rather than two years' service.

The Government has introduced the new law—which was agreed before the summer recess—in the hope of persuading local government employees to accept redundancies.

Teachers' union leaders, too, have been pressing for the changes—while reaffirming that they will fight compulsory redundancies.

However, the new law has led to some lecturers being told they will lose promised pay-offs of up to £10,000, because they have found other jobs.

In Staffordshire, four further education lecturers have been told they can no longer receive redundancy payments. One is already purchasing a

new home near to his new place of work on the strength of the redundancy promise.

Their case is being taken up by the college lecturers' union, the National Association of Teachers in Further and Higher Education, whose assistant secretary in charge of conditions of service and training, Mr Jim Minnery, believes there could be lecturers working for other authorities in the same position.

NATFHE is trying to negotiate a settlement with Staffordshire and says the authority may ask the Department of the Environment to waive the new order in the case of these lecturers. Another solution could be to give the lecturers a break in service—the order provides for redundancy payments to be made if there is a break of at least a week between ending one job and taking up another.

The NUT believes it will not be difficult to get authorities to agree to a break in service since it will mean that the teacher's new authority would then be exempt from making a massive redundancy pay-out in the event of it having to declare the teacher redundant.



On the Fringe

A-level drama students from Brooklands Technical College, Weybridge, in Brecht's *The Resistant Rise of Arturo Ui* on the Edinburgh Fringe this week. The production is directed by Jonathan Holloway, who is in charge of drama at Brooklands and runs his own professional theatre company, Red Shift.

Picture: Simon Grosset

Tough line urged on intruders

An upsurge in the number of intruders on school premises is prompting leaders of the National Association of Head Teachers to press the Home Office to take action.

The association's national council meets next week to discuss the problem of trespassing on school grounds, which inevitably leads to a growing threat of violence in the playgrounds. Mr David Hart, general secretary, said headteachers felt there had been a "very considerable increase" in intruders.

These ranged from young people with nothing to do, drunken people and others posing as council employees and stealing items from the school.

In one case in Birmingham, a primary school girl was raped in the school toilet before the end of lessons.

He said the NAHT was likely to urge that the maximum fine of £50 for an intruder on school premises introduced by the 1982 Local Government (Miscellaneous) Provisions Act should be increased.

It felt also that local authorities should commit more resources to help strengthen security "by ensuring there are enough human hands doing supervision at times when pupils are out and about in the grounds."

Richard Garner



Power pack

Pupils could soon find themselves acting out trade union negotiations in the classroom.

The TUC's General Council says that "substantial progress" has been made in developing new teaching materials which will give pupils more idea of the role of trade unions.

A teaching pack will be made available to teachers, trade unionists and young people later this month containing case studies and role play exercises.

The TUC's annual report also says the amount of time spent on trade union studies has been growing in some areas, with teachers and trade unionists jointly producing industrial relations courses for fourth and fifth-year pupils.

Six colleges under threat

by Biddy Passmore

Noington College of Physical Education, in Kent, once before threatened with closure because of teacher training cuts, is now at risk again because of

draft plans for next year sent out by the National Advisory Body for Local Authority Higher Education (NAB).

It is one of "some half dozen" colleges where projected cuts in student numbers and funds are so severe that they face closure or merger.

Another is Hertfordshire College of Higher Education (formerly Wall Hall College), which has been advised to work "under the auspices of Hatfield Polytechnic". And an inner London art college—Camdenwell, Central, Chelsea or St Martin's—may close.

But Mr Christopher Ball, chairman of the NAB board, and Mr John Bevan, the secretary, stressed this week that the plans just sent out are strictly provisional, a period of consultation will follow, after which the proposals must be approved by NAB's

board and committee and then forwarded as "advice" to Sir Keith Joseph in November.

One factor that could change the figures is the amount of money allocated to local authority higher education next year. The plans assume it will be the same as this year—£560.6m—but NAB has asked the Education Secretary for £25m more and awaits his reply.

If the figure stays at £560.6m, the intake to polytechnics and colleges will be cut by between 5,000 and 10,000 next autumn and institutions will have 13-14 per cent less to spend on each student. The overall number of students would still be up by 5.9 per cent because of the bulge in second and third year students.

Contrary to some reports, the polytechnics have emerged quite well out of the allocation of student numbers. Twenty-five out of the 29 covered by NAB are being offered a

higher student total than they had last year and, of those, 20 are being offered more students than they bid for. Six polytechnics—Bristol, Teesside, Plymouth, Preston, Leicester and North Staffordshire—are set to receive both more students and extra money next year.

That is largely because the shift in subject balance ordered by the Education Secretary away from arts towards science and maths tends to favour the polytechnics.

But the non-polytechnics will get an increase in sub-degree and part-time work, where they came up with most of the bids. The number of students on sub-degree courses is to rise by 8 per cent over last year and the number of part-time students by 7 per cent—the equivalent of 6,000 full-time students.

There will also be a regional shift, with London and the South East losing most heavily and East Anglia gaining most students and funds.

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Dartington crisis

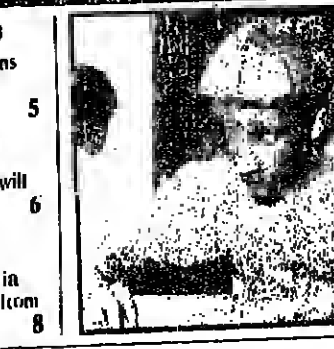
What lies behind the accusations and resignations at liberal Dartington Hall?

Training doubts

Why teacher training reforms will not be easy to implement

Fighting back

How an inner-city high school in Manchester pulled itself back from the brink (picture right)



Platform

Rubin Jackson voices concern about the future of special education teacher training

Great expectations

Are CSE English standards too high in Wales?

Eastern potentates

How Asian parents misunderstand the power and authority of the headteacher

Arts/Books

John Weightman on the ideological of studies to universal literacy in France; June Miller on feminist writing; Denis Lawton on educational theory; literary competition; Gerald Haigh on the educational value of jazz; Lynne Trust on a Russian production of *Crime and Punishment*; Computer textbooks

Resources/Software/Media

Philip Hylton reviews a major new health education project; reviews of computer programs for history and science; Michael I Smith on spirit duplicator masters; reviews of video programmes

Extra

Travel: places and people from the British Isles to the Yangtze river; With stop-offs in France, Germany, Greece and Spain

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COMMENT

Sweeping up the school-leavers

As term begins next week in most of our schools, that latter-day alternative extension to our education system, the Youth Training Scheme, will also open on Monday with its official first-year intake.

After all the fighting and arguing and last-ditch resistance to various of its manifestations, there is no doubt now that this vast new training juggernaut, designed to sweep up most 16-year-old school-leavers for at least a year, will lumber into place as a bridge between school and work that could put down permanent foundations.

It deserves all the good wishes it can get. Nothing on such a scale, put together at such necessary speed, could be expected to work out smoothly or even satisfactorily everywhere, however much money is thrown at it. There will continue to be examples of exploitation, complaints about privatization, fears about the quality of education and training offered, and allegations that employers are picking and choosing to the detriment of the leavers most in need of training.

But after all, the doubters made the same gloomy prophecies when the Youth Opportunities Programme was ambitiously flung together only five years ago, and their doubts were only justified in a minority of cases. Until YOPs were overtaken by the speed and nature of the rise in unemployment, they were in many places a godsend to a wider and more difficult-to-serve than even the MSC had believed possible, and for a while channelled a high proportion of trainees into full employment.

The wide-ranging aims of YTS will be even more difficult to attain, and have met far more political resistance, some of it justified. But it is vital for the whole country that such a major initiative should succeed and, in spite of a

long-sustained grumble, it looks as if the unions have accepted now that cooperation is inevitable and necessary. As the TUC general secretary, Mr Len Murray acknowledges (page 10), although it would not be easy to achieve the objective: "The YTS can represent a major step towards ensuring that all young people, on leaving school, have the opportunity to acquire a sound preparation for working life on which to build their future careers."

Cooperation must equally be accepted as necessary in the education sector, but that does not rule out the pressing need for constructive thought about future developments in education and training for the 16 to 18 age group. The unemployment crisis and the ability to seize financial control of policy-making have combined to allow the MSC to gallop away with the training initiatives for the age-group. But as observed on our foreign pages this week, the parallel development of YTS with the full-time school and further education system creates an artificial divide which cannot be allowed to continue indefinitely.

It is up to educationists now to press on the Secretary of State (if he does not accept the need to call for proposals himself) dynamic ideas for ensuring that schools, further education and tertiary colleges put some emphasis back on education in the education and training equation.

The arts at arms length

There are times when that hackneyed phrase "at a turning point" becomes hard for even the most cliché-conscious commentator to avoid: in relation to the arts in Britain its use at present is particularly apt. Two major threats to the fragile status quo were spelled out in a valdatory article originally written for routine Arts Council publication by its outgoing Secretary-General Sir Roy Shaw: the article was subsequently vetoed by the council's chairman Sir William Rees-Mogg and finally published last Sunday in *The Observer*.

us the risks which can be involved in courting publicity as an ally for a cause.

What is clear is that all those concerned, either directly as teachers in the schools inspected or less directly as governors or officers and advisers of the I.e.a., unanimously recognize the impeccable professionalism, refined expertise and remarkable perspicacity shown by the Inspectors in carrying out their inspections. Of course, these qualities characterized

HMI reports

inspections undertaken before the decision to publish was made so in this no change has been noted. The decision was clearly not quite one to publish and be damned, however, because like some of your commentators, we too have found the style and slant of the reports have both subtly changed, and we agree that more of their content now seems to be aimed at the I.e.a. rather than at the school. However those of us working at local level have not found the information quite so riveting as it appears to be to your leader-writer because, of course, we knew most of it already.

Before our responses were sent off to the Department of Education and Science, the governors and representative elected members spent several hours discussing each report and this certainly marks a break with earlier custom.

Such questioning and sympathetic discussion is an inestimable boon in



Sir Roy Shaw... created education budget

Those threats are, of course, financial and political. As Sir Roy said, and as a specially commissioned Government report on the Royal Shakespeare Company and the Royal Opera House will shortly corroborate, the arts in Britain are seriously underfunded; for the labour-intensive sectors of the theatrical and musical worlds the future looks decidedly bleak. The appointment of Lord Gowrie as Arts Minister seemed at first a promising boost for his new fiefdom, but it is becoming clear that his responsibilities as a Treasury spokesman in the Lords may fatally inhibit his capacity to fight for funds.

Sir Roy's fear that the Arts Council may be driven in an explicitly Tory direction is well-known, and there is already some writing on the wall to this effect. His young and relatively untried successor, Luke Rittner, will now have the daunting task of convincing the world that he will not merely carry out policies determined by his chairman or even by Number 10, and we must join Sir Roy in wishing him well.

The spectre of a Tony Banks-style leadership some time in the future ("all art is political") should not deflect attention from the more insidious sort of censorship many Tories would love to impose. The "arms-length" principle may sound pious and woolly but, implemented as it was by Sir Roy, it guaranteed a state of

affairs as near ideal as could realistically be hoped for.

One of Sir Roy's achievements for which we particular must be grateful is his creation, despite passive resistance from his colleagues, of an education budget, one of whose fruits, described on page 23, The size of this budget is risibly small, but over the next year or two it might nevertheless act as a significant barometer. Mr Rittner, we shall be watching you.

NAB slams more doors

It is too soon to comment on the full complexities and rationale of the National Advisory Body's proposals for imposing controls—financial and otherwise—on the sprawling expansion of public sector higher education, but the thrust is clear enough. NAB has been doing the job primarily set up to do in the wake of a similar UGC exercise two years ago.

At that time the hostility with which the University Grants Committee imposed cuts on courses and student numbers in accordance with Government financial policy was made the harder to accept because the exercise could only take place on one side of the binary divide. Now rationalization and misery are to be even spread across the sectors though not, once again, within them.

The NAB team has learned a thing or two from the effects of the UGC's arbitrary methods, and its own are both more open and subject to consultation. They also seem to have gone further in accepting that the logic of the calculations pointed to some closures.

The exercise was inevitable within an economic and political context that is not going to disappear, and some shake-out was overdue. But the two-year respite when the polys and colleges could mop up the victims of the UGC cuts is already ending. In spite of Christopher Ball's hopes that access might be maintained as well as quality, by next autumn more doors are likely to be closed for many 18-year-olds.

for a copy of one of the reports after summaries and comments on both of them had appeared in the local press, and copies collected from the schools have been taken up by teachers rather than parents.

The press summaries and comments on the other hand have certainly been read and noted. Queries have been raised by members of the public and comments on the press reports have been overheard in local hostilities and social gatherings: these clearly indicate that two and twos are being added together and made into very curious sums indeed about other schools in the same areas as those inspected but not so far receiving the same attention from HMI. All sorts of odd deductions and assumptions are apparently emerging about these schools simply because no public comment has been made on them. Therefore, having expected to be seeing ways to protect inspected schools from possible misunderstanding of remarks taken out of context from the reports, we find ourselves instead with the task of defending uninspected schools from conclusions wrongly drawn in a contextual vacuum.

If the Inspectorate have not actually named you to the world and declared that you are good, then the world may wrongly conclude, not that you are, by silent implication, bad. One response to HMI's reports, therefore, is that the rest of us have also been pushed into the publicity-seeking game in an effort to ensure fair play and set the records as straight as we can make them for all.

B J Howe

B J Howe is Assistant Director of Education (Advisory Services) for Leeds.

HMI reports

sector feel very twitchy about the image they find they have been given in the market place.

Set against that reaction, however, I have to say that as yet there is little evidence in Leeds that the full reports, though widely available and free of charge, are proving quite as addictive as the latest Mills and Boon publication or even as the colour supplements of the week-end press, and they certainly seem for most citizens to lack the irresistible character of *Coronation Street*. Only one member of the public asked our information officer

Demand for YTS places about to be tested

by Philip Venning

The Youth Training Scheme, which could effectively raise the education and training leaving age to 17, starts next week with plenty of places but doubts about its appeal to the young.

The Manpower Services Commission estimates that of the 371,000 places now available, only about 50,000 have been taken up so far.

In spite of the low take-up, officials are confident that with the exam results in, and the hot summer ending, thousands of young people will realize the YTS is more attractive than life as the dole.

Some individual schemes are likely to be much in demand, particularly those where the employer has agreed to top up the £25 a week allowance for YTS. The British Airways Authority, for example, has reached what is seen as a model pay deal with the Civil and Public Services Association to pay 20 trainees £42.93 a week.

Until recently CPSA was one of several public service unions that were hostile to YTS, contrary to the advice of the TUC that unions should cooperate (see page 10). But earlier this week it was among other Civil Service unions that lifted their ban on the scheme and held discussions on 4,000 places in Government departments.

However, opposition from local government unions has caused at least one local authority, Kent, to abandon its plans to take on 500 school leavers.

In Essex the National and Local Government Officers Association (NALGO) is continuing to block a scheme to employ 66 young people in county libraries and in clerical work on the grounds that YTS may create a pool of cheap labour that will undermine permanent jobs.

The difficulties over small, individual schemes are likely to be less worrying to the MSC now that it is clear that many big firms and training organizations are committed to YTS.

The Construction Industry Training Board, for example, has received one of the biggest contracts—to provide about 20,000 places for £41m. The Post Office last week signed an agreement to provide 4,000 places. Two thirds of the places are being offered by industry, the rest by voluntary agencies and local authorities.

Micro games 'aid maths'

The use of computer games such as *Space Invaders* can stimulate schools' maths teaching, says a discussion paper by HM Inspector, Mr T J Fletcher.

It was easy to say that game playing should not take place during lessons, but this ignored the immense excitement that it generated with children, he says. The problem for teachers was to translate this into more educational activities.

He adds: "For some young people the playing of computer games may be no more than a mindless addiction, but there is much more to games than this. Of their own accord many pupils pass on to the editing of games, to their modification and movement... games programs often involve complex techniques well beyond an 11-year-old's studies course."

However, there are dangers in the addition to computer games, Mr Fletcher says. "They can make disproportionate demands on time and resources and some schools have found that the time comes when games have to be severely controlled or even prohibited."

Computers were also a useful way of providing practice in simple drills such as elementary arithmetic and algebraic skills. Though many doubts had been raised about this function it

Polys forced to reject able applicants

by Biddy Passmore and Susannah Kirkman

Many sixth-formers with good A levels will find themselves without a higher education place this autumn, as the polytechnics find it increasingly difficult to mop up those who have failed to get into university.

The pressure is greatest in arts subjects, where many courses are already full. Eighteen-year-olds who failed to insure against a university rejection by applying to a polytechnic before the results came out are being astounded by the high grades demanded.

"Five or six years ago, we were grateful for what we could get, but now we're in a position to say what we want and get it," a spokesman for Trent Polytechnic said. At least two Cs were needed for many degree courses. The scramble is made more confusing—for both would-be students and

polytechnics—by the lack of a central clearing house for applications. Polytechnics have to guess how applicants will fare not only with universities but also with other polytechnics. A central clearing house has now been agreed in principle, and is likely to start operating in 1986.

For this autumn, "a run on humanities" is reported, with many courses, such as those at Middlesex and Brighton, already full, and the others disappearing very fast.

Business studies have also been very popular. Oxford Polytechnic, for instance, has 3,000 applications for 50 places. But there are still some places left at Trent (where applications rose by more than a third) and on the HND courses at the Polytechnic of Central London. PCL also has places left on degree courses in computing and in-

formation technology, building, architecture and law. But City of London Polytechnic has no places left at all.

The information technology revolution has also been reflected in higher applications for IT courses. At Brighton Polytechnic, the computer studies course is full "for the first time ever" although there are still vacancies on a new course: micro-electronics and information processing.

There are also places available on many engineering courses. Brighton, for example, has vacancies in civil and electrical engineering, PCL in civil and mechanical engineering and Trent in all branches.

For the unexpectedly successful—or ever-hopeful—the clearing house run by the Universities Central Council on Admissions is now in full swing. But

the number of vacancies notified this year is thought to be slightly down. Salford University, for instance, now has only a few places left in physical sciences and metallurgy. Applications this year were up by 11 per cent, to 11,000 for the 910 places available, and grades about one point higher. "The average grade requested used to be Cs and Ds; now it's Cs with Bs", a spokesman said.

At Bristol, the university has just about filled its 1,780 places and "only a handful" have still to be settled. Successful applicants for engineering had to get As and Bs this year. And As were virtually compulsory for veterinary science, where there was an astonishing 30 applicants per place. Even the less popular subjects, like sociology, had eight applicants for each place.

Union demands inquest on 'overpriced' repairs

A teachers' union is to ask Birmingham City Council for a full statement over alleged irregularities in money spent on repair work carried out in city schools.

Mr Paul Rodhoun, the health and safety officer for the National Union of Teachers in Birmingham, said that teachers had been concerned that money was being wasted on maintenance work, with some of the work appearing "overpriced" and the workmanship "shoddy".

He added that Birmingham had devoted scant resources to school maintenance. "I intend to try and push to see what's going on if we don't hear something from the council soon," he added. The authority has a safety committee for schools, which meets once every term.

Birmingham City Council said an investigation had been carried out, as a result of which an employee in the engineering department had been suspended from duty and is now facing disciplinary proceedings.

It is understood that the authority overspent by £1.5m on its school repairs budget last year.

A spokesman for the city solicitor's office said he could not go into the reasons for the disciplinary proceedings until they had been completed. He added that the police were not involved in the investigation.

In the past, maintenance work was carried out by the education department's own maintenance staff but this responsibility was transferred to the city engineer's department after local government reorganization.

A tale of two books too many

Pupils who spent two years studying two books which were not on the English literature syllabus have passed their O level in the subject.

The 23 pupils, from Oaks comprehensive school, Barnsley, studied six books including *Huckleberry Finn* and *My Family and Other Animals* by

Gerald Durrell, which were from the previous syllabus, by mistake.

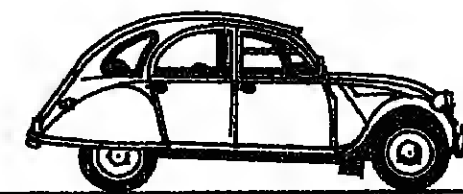
Mr Tony Kent, the school's headmaster, said that the examination—set by the Associated Examining Board—required the pupil to study a minimum of three books. Only one pupil failed the exam.



Grade 'A's all the way... Munisha Koni, a pupil at the North London Collegiate School for Girls, with the proof that she has gained grade A in all 11 subjects she took at O level.

Picture: Mike Goldwater/Network

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PLATFORM

NEWS

Of the three priority areas identified by the Government Committee of Inquiry into the Education of Handicapped Children and Young People (Warnock Committee), the single most important area was teacher education and training. It was accepted by the committee that a significant improvement in the education received by pupils with special needs could only be achieved through an expansion and improvement in teacher training. It is, therefore, a matter of particular concern that a decision may soon be taken—or indeed has already been taken—to discontinue initial training courses in special education (ITSE). In future, it appears that all training under the title "Special Education" will be provided through the INSET programmes.

Concern arises from the fact that little effort has been made to consult those responsible for ITSE and that such a decision runs counter to the Warnock Committee's own assessment. The committee recognized that general courses with a specialist bias, such as those for teachers of severely educationally subnormal pupils, are helpful in enabling students with a high level of commitment to teaching a particular group of children to start to specialize straightaway. It was further acknowledged that ITSE have been a means of attracting candidates of good intellectual and professional ability to work with severely handicapped children. The committee concluded that the present initial training courses which specialise in the teaching of such children have helped to create a body of suitably qualified teaching staff and "we would not wish to suggest that they should be discontinued".

What the committee did assert quite unambiguously was that, as a general principle, it would be undesirable to afford opportunities for specialization in special education in initial teacher training to such a degree that teachers completing their training were qualified to teach only children who required special educational provision. But that is quite a different issue.

One argument that is sometimes heard in support of the idea of discontinuing ITSE is that young students lack personal and professional maturity. Another is that such students, while highly motivated, tend to be less intellectually able. These views are quite contrary to our experience at King Alfred's College, where an ITSE course has been provided since 1970, the year in which the DES assumed responsibility for the education of ESN(S) pupils. Our BED degree course contains an optional element for students wishing to teach pupils with severe, moderate and mild learning difficulties. Experience gained over these 13 years has shown that it is possible to provide an adequate preparation and training for most students wishing to take up a first appointment in a special school.

In recognition of the fact that a teacher of pupils with special educational needs should have a sound knowledge of normal child development and the ways in which such children learn, a course has been designed to achieve that end. During



Young teachers and the importance of individual attention

Will INSET ever be something special?

Robin Jackson warns that a decision to end initial teacher training courses in special education runs counter to Warnock and could deprive the system of the commitment, drive and determination of some of the best young recruits.

The first year students follow the normal BED course and undertake their school experience in an ordinary school. Opportunities are however offered for students to establish links with handicapped children in hospitals, hostels and family homes.

During the second year, students taking the special education option begin a study of the field of handicap, while still following the programme relating to mainstream education.

Students who are not proceeding to the fourth (Honours) year have, by the end of the third year, been closely involved in examining the design and development of the curriculum for pupils with special needs. They have also been directly responsible for

implementing teaching programmes in special schools. Students who proceed to the fourth year continue their study of handicap and examine special areas of interest (for example, transition from school to adult life). In addition, each student undertakes an individual study on a topic relevant to the field of special education.

The belief that IT students tend to be less able has, in our experience, little substance. Three out of the four students awarded First Class Honours in our first CNAA BED intake were ITSE students. The notion that such students tend to be rather naive and unrealistic about the nature and consequences of mental handicap also falls short of the truth. Almost without exception these students have acquired knowledge and experience in the field of handicap, having worked prior to college admission, on a voluntary basis in schools, hostels and hospitals for the handicapped or through having a handicapped relative within their own family. Indeed, our admission procedure tries to ensure, as far as it is possible, that the students recruited have an appropriate background, abilities and personal qualities to make successful teachers in this professionally demanding sector of the educational system.

If, by the end of their course, there are any reservations as to a student's suitability to teach children with learning difficulties then these reservations are stated clearly in the final college report which is available to any potential employing authority. College also has, and acts upon, a professional responsibility actively to counsel such students not to pursue their wish to enter special education.

A cynic might be tempted to observe that King Alfred's College has a vested interest in defending this particular course. However, the most senior and experienced member of the i.e.a. special education adviser,

who has no such vested interest, has put on record his personal view that our ITSE students constitute "an elite group whose subsequent performance [in the county] more than justifies retention of this special form of training".

It is very difficult to see how the discontinuance of ITSE can do anything to improve the quality of special education given the present Government's commitment to public expenditure cut-backs, particularly in education. In such a situation, i.e.n.s. are going to find it very difficult to maintain, let alone contemplate, extending INSET provision.

There are a number of other problems in denying young teachers access to special education. First and most obviously, special education will be denied not only the enthusiasm, commitment and dynamism that young teachers bring with them but also the willingness to share new ideas and to experiment. Fifteen years ago I wrote in *The TES* (Scotland): "the recommendation, officially sanctioned [in Scotland], that a young teacher should complete at least three years in an ordinary school is shortsighted, for it deprives special schools of the drive, imagination and youthful idealism... so essential for invigorating any sector of the educational system". I have no reason to change that judgment.

There is a further difficulty. The majority of ITSE students that we recruit are women. Assuming an average age at graduation of 22 and three years spent in an ordinary school, the teacher wishing to transfer to special education will have reached the age of 25. But this is the point at which many women marry and start to raise a family. Not surprisingly a significant number leave teaching not to return until their mid-thirties. Some never return.

To be logically consistent, i.e.a.s.

should justify that re-entrants to the profession, after having spent five or more years "in the wilderness", face barriers themselves first with development in ordinary education, before considering entry into special education. It is which time the enthusiasm and determination of our would-be special education teacher may have weakened or evaporated. Such a scenario is not far fetched. Some years ago I drew attention to the fact that of the total of 711 teachers in special education in Scotland, only 55 (8 per cent) were under the age of 30. More than half were over 50.

Even assuming that there are the resources to support the development of new INSET courses in special education, what confidence can we have that they will select as carefully, train as adequately and assess as rigorously as ITSE courses. If it is the case, as some critics of special education have alleged, that special schools attract to them a disproportionately high number of poorly qualified, less professionally competent and less well motivated teachers, who within the ordinary school system stand little chance of professional advancement, then the withdrawal of ITSE could lead to an overall decline in teaching standards in special education. A careful reading of the Warnock Report, particularly in relation to the adequacy of the special school curriculum, makes it obvious that we have grounds for complacency.

One brief and recent example may be sufficient to make this point. The claim has frequently been made that in the field of work preparation, special education has performed a pioneering role. This claim only has substance if it can be demonstrated that the work preparation actually provided is well conceived and executed. A recent study undertaken by Atkinson, Shore and Rees and described in *Special Education: Policy, Practices and Social Issues* (Edited by L. Barton & S. Tomlinson, Harper & Row, 1981), raises serious doubts.

The Alliance will be meeting in the autumn to review its position following the general election. Meanwhile, the National Union of Teachers has tabled an amendment for discussion at Blackpool voting concern over increased attempts to hive off parts of the education service to private contractors. It points to the privatization of cleaning, maintenance and catering contracts, adding that the moves are depriving schools of "the commitment and support provided by caretaking, cleaning and catering staff who regard themselves as an integral part of the staffing of our schools."

Richard Garner previews the issues before the TUC at Blackpool

New line on restoring the cuts

TUC leaders feel there is little point in direct discussion with Government Ministers over the effects of education spending cuts on the service.

The TUC general council decision is revealed in the Congress annual report. It says that there is "little to be gained from making direct representations to an administration with such evident disregard for the quality of state education". Ironically, their decision not to pursue talks with Sir Keith Joseph, the Education Secretary, comes at a time when trade union leaders are re-examining the boycott imposed on talks with Mr Norman Tebbit, the Employment Secretary, on his proposed trade union legislation. It is expected that next week's annual congress in Blackpool will vote for discussions with Mr Tebbit.

But on the question of education cuts, the annual report reveals, the TUC believes it can best pursue its objective of restoring the cuts through publishing and winning support for its alternative economic and educational policies. It also says it must carry on supporting the work of the Education Alliance, a pressure group made up of various pro-education lobbies and trade unions.

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The TUC and YTS, page 10

Philip Venning on the background to the bitter row that has erupted at Dartington

Parents blame head for crisis

Teachers at the independent progressive school, Dartington Hall, in Totnes, Devon, will be meeting in the next few days to discuss the most severe crisis in the school's controversial history. And parents are trying to arrange their own emergency meeting before term starts on September 19.

The crisis — which has led to the resignation of four teachers, has split staff and parents, and generated a fevered atmosphere of allegations and abuse — has arisen over disagreements about the management style of the new head, Dr Lyn Blackshaw.

Though the row has been building up since the middle of last term, it came fully into the open last week with the publication of a letter from Dr Blackshaw to all parents, stating that pupils had been involved in thefts, drink and drug abuse, vandalism and under-age sex. Some parents have described these charges as half-truths and exaggerations.

Dr Blackshaw, a psychologist who had been working in the United States, says he was appointed in January expressly "to move the school away from its isolation and bring progressive education into the 1980s".

Though his sternest critics agree that change was overdue, and that pupils should keep within the law, they claim that he has gone beyond his brief and is eroding the libertarian tradition of the school. He is also, on his own admission, being more selective over the children he allows in.

In turn, he says that any changes, particularly in a school like Dartington, are likely to produce hostility. He claims overwhelming support from parents, and singles out a small group of staff, and "pampered" children, as the main source of opposition.

The origins of the row came last term when Dr Blackshaw summarily expelled four pupils, including two caught stealing and selling books from the library — overriding a tradition that disciplinary measures usually entailed warnings and counselling.

Police also visited the school at the end of last term and charged several



● Above: the grounds at Dartington Hall and (right) head Lyn Blackshaw... appointed "to bring progressive education into the 1980s"

pupils with drug offences, though Dr Blackshaw vigorously denies that he called them in. The term ended with an anguished staff meeting, as a result of which the trustees appointed a committee with a brief to try to reach agreement on a range of issues, including timetable and curriculum changes, to be put to a staff meeting this month.

It was during this period of mounting tension that Mr David Gribble, head of the junior school for 20 years, and Mrs Maggie Giraud, a part-timer, resigned, though neither will give specific reasons for their decision. This week it became clear that two houseparents had also resigned.

As part of his reforms Dr Blackshaw says he wants more achievement, but still within the overall context of progressive education. "Some progressive educators are pure romantics. They believe in the natural development of the child. I'm more of an interventionist."

But his critics, who refuse to be named, claim that his "impersonal managerial style" is unsuited to a school with an informal tradition.

Dartington Hall, one of the most expensive private schools in the country with fees approaching £6,000, was founded in 1925 to provide education without repression. In his letter to parents Dr Blackshaw says he expects pupil numbers to fall this term, and implies further staff cuts.

The equality of outcome

by Bob Doe



Roy Hattersley... curbs on privilege

Mr Roy Hattersley, a leading contender for the leadership of the Labour Party, has called for massive new investment in education and welfare services for the less well off and measures to curb the privileges of the rich to offset growing inequality in Britain.

At the annual meeting of the British Association for the Advancement of Science last week, Mr Hattersley spoke of the divisions and inequalities "often of a quite gross kind" revealed by recent social surveys.

The belief that something called "equality of opportunity" could be created without equality itself was a mistake. He called for "a conscious attempt to equalize advantage, to compensate the underprivileged and to limit the ability of the rich and powerful to exploit their riches and power" — what he called "equality of outcome".

Speaking to the association's education section presided over this year by Mr Stuart Macdonald, editor of *The TES*, Mr Hattersley gave his personal political philosophy as it applied to education.

"The working class are still grotesquely under-represented in the universities and polytechnics. The resources spent on higher education are disproportionately concentrated on the middle classes," he said.

Class differences were institutionalized. "Free collective bargaining and the public schools, the private sector of the health service and the conditions of our inner cities, the immigration regulations and the tax structure

resources" was required towards the disadvantaged and underprivileged to compensate for the inadequacy of their environment. Extra teachers and better books and equipment should be available in such areas and teachers there should be paid more to compensate them for their extra efforts.

"The 'prosperous and powerful' had 'wilfully neglected' the less well-off. If senior civil servants sent their children to maintained schools and their wives to public hospitals, "there would not have been the savage public expenditure cuts which we have endured in recent years."

Public schools and private medicine were "entrenched institutions which permanently separate the rich and powerful from the rest of society". Mr Hattersley added: "Freedom cannot encompass the opportunity to do others harm."

A more equal society was a matter of expediency as well as morality. "The resentment and consequent rebellion of the ethnic minorities is the most dramatic example of why it is in nobody's interests for us to remain a profoundly divided nation."

Britain's poor industrial performance was partly the product of a system which often made the wrong men managers and gave workers the impression they had no stake in the company. "The conspicuous consumption in the West End of London is less than five miles from the Brixton ghetto and the decaying council property of Lambeth. I am astonished the alienation is not deeper and more bitter."

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Bert Lodge reports on a major survey on graduate teacher training

Concern over diversity of degrees

A major survey of the training of nearly 5,000 student teachers shows that current practice diverges greatly from the new criteria recommended by the Advisory Committee on the Supply and Education of Teachers.

It also indicates that some recommendations may be almost impossible to implement.

The committee recommended training institutions to select only graduates in subjects closely related to those taught in schools. Yet students starting on the postgraduate certificate of education course held degrees in over 140 separate subjects.

The committee recommended that the postgraduate course be lengthened, starting with a six-week extension from next year, more than half the student felt one year was enough.

Few students admitted to major problems on teaching practice. Two that were mentioned were distance from university to practice school and the complaint of not enough visits from university tutors. Yet the committee wants to set training institutions and schools liaise more closely.

It also stresses the need for intending teachers to be competent in both maths and English. Yet 11 per cent of the sample had no O level in maths.

The study, by Helen Patrick and Kenneth Reid of Leicester University under the direction of Professor Gerald Bernbaum, director of the school of education, covered the entire intake of 4,947 students to university PGCE courses in the year 1979-80.

As polytechnics and other institu-

tions were not included it became known as the SPITE project (the Structure and Process of Initial Teacher Education within universities in England and Wales).

It is the last of the four major surveys of teacher training funded by the DES in the 1970s. The others covered teacher induction and the pre-service and in-service BED.

The findings inevitably invite comparison with the new criteria for teacher training courses recommended by ACSET last month to Sir Keith Joseph, the Education Secretary, whose wishes have been made known in several of his speeches over the past 18 months.

One was that a student's degree studies should be closely related to the subject he intends to teach. Yet among the 2,849 students who obtained a single subject degree 146 separate named subjects appeared.

More diversity was found in maths and science than in conventional arts subjects. Some students had graduated in subjects such as law, home economics, physics, pharmacy - subjects very far removed from the concerns of schools," the report comments.

Because the students in the survey started a teacher training course before 1981, the year new regulations were introduced, passes at O level and in English and maths were not obligatory although many institutions had begun to expect them.

More than 98 per cent did have O level English but 11 per cent had no O level maths and among those intended for further education colleges this



Students complained that teaching practice schools were too far away

One of the firmest recommendations in the recent ACSET advice was that the present PGCE course should be extended to at least 36 weeks from September, 1984. Yet 50.4 per cent of the survey thought their course "long enough to provide a satisfactory introduction to teaching". Only 2.8 per cent condemned the course as "too short to serve any useful purpose."

High on the list of problems for students was the fact that practice schools were a long way from the university. Second was insufficient visits from university tutors. Assuming this is related to the problem of distances, it suggests that the ever

closer partnership between training institutions and schools, particularly teacher-tutor exchanges, urged in the ACSET advice will not be achieved easily.

Just over 28 per cent claimed that they were asked to teach subjects while on teaching practice which neither their degree, PGCE course nor special interests equipped them for. This is roughly the same as the percentage of probationers found to be teaching unfamiliar subjects by the Inspectorate and reported in the HMI paper, *The new teacher in school* published last October.

A wide divergence occurred in the area of mixed ability teaching. The study found one school of education where 36 per cent of the intake claimed never to have touched it. In another university, 96 per cent of the students said they had.

The survey discovered that the willingness to teach in an inner-city school waned remarkably between starting the course and finishing it. At the beginning 70 per cent showed enthusiasm but by the end this had dropped to 46 per cent.

A similar fall-off occurred in commitment to teaching. At the beginning of the course only 13 out of 4,319 students said they did not intend to teach. By July the figure had risen to 88.

The structure and process of initial teacher education within universities in England and Wales. By Helen Patrick, Gerald Bernbaum, Kenneth Reid. Leicester University school of education.

L.e.a. is advised to pay boy's school fees

by Richard Garner

A Labour-controlled local authority has been told by the local government ombudsman it should pay a boy's fees at an independent school for two terms.

The ombudsman, Mr Pat Cook, has told Oldham that the full council should now consider the results of its "inquiry". Members of the authority had earlier refused to comply with a request to meet the fees. This follows a complaint by the boy's father who had asked if the authority helped pay for pupils to attend independent schools. When told it did not, the parent asked what arrangements could be made to continue his son's education in a state school.

The council was accused of maladministration because it never replied to this request. It chose to treat the appeal against its decision as a financial assistance for the boy.

The parent said one thing stopping his son from attending a mainstream school was that he wanted to see Russian and Oldham did not employ anyone who taught it.

Oldham later agreed that if the boy was transferred to one of its schools the following year it would pay for the previous two terms at the independent school and recruit a teacher of Russian.

The parent turned down the offer about which the ombudsman commented: "No educationalist would advise moving a sixth-form pupil from a school where he or she was settled midway through an A level course, if that could be avoided."

Mr Cook recommended that the council should drop the condition and fund the boy's place at an independent school for two terms. The authority agreed to pay the parent's £20,000 costs but withdrew its funding offer.

Meanwhile Mr Cook has criticised Durham County Council which claimed it would have to hire a teacher and build a classroom to accommodate a pupil at one of its secondary schools.

Parents had complained over the authority's refusal to grant the child a place at the school on appeal.

The ombudsman says that the council gave misleading information. His investigation has revealed that after the appeal two further pupils were admitted to the school.

The Parliamentary Ombudsman has twice rejected plans to investigate a complaint by a parent alleging maladministration by the Department of Education and Science.

Mr Leslie Stratton, from Bedfordshire and Worcester, had claimed that the DES had not adequately investigated his complaint over the staffing level at his son's school, Drakes Broughton Middle School.

Revival of plans to introduce an A level in PE

Passing the physical

There are renewed moves for an A level examination in physical education. Unsuccessful attempts to establish the subject at this level have been made in the past but an appeal last term for support for the idea has brought in more than 60 replies to the headquarters of the Physical Education Association.

The appeal in the association's journal came from Mr Tony Lea, a PE lecturer at Farnham College and a member of the Surrey consortium, one of three currently trying to produce a suitable syllabus. The three - others are Hampshire and Surrey and Sheffield - are currently preparing their final drafts to go before the Associated Examining Board within the next few weeks.

But the particular areas being studied by each group are causing controversy. The Hampshire and Surrey consortium is preparing a syllabus which will be called human movement studies. "Four areas of study are proposed: communication, social and

cultural aspects, exercise science, fitness and health. No assessment of personal practical performance will be included.

The Sheffield group is concentrating on sport, choosing to exclude dance and outdoor pursuits - a title like that will attract more candidates, it is thought. One particular activity from either gymnastics, athletics or games will have to be studied in depth.

Edited by
Bert Lodge

By contrast the Surrey consortium proposes an examination in "physical education," where much more emphasis will be placed on practical performance than in the other two.

Writing in the journal, Mr Lea defends this. He says that besides the obvious benefits, such as improving the motivation of the pupil by having

his performance assessed, there is the need to protect a subject under threat.

"A further reason is... the future survival of physical education. If we do not develop an acceptable syllabus then other related areas will be introduced. This may eventually lead to the demise of the term PE and we shall have a 100 per cent theory course at this level."

If the special syllabuses committee of the examining board accept proposals this year it is hoped that mode 3 syllabuses will be in operation by 1985 with the first examinations in 1986-87. After two years or so, the mode 3 syllabuses would be reviewed and replaced by one national mode 1 agreed by the examining board.

Mr Andrew Petherick, general secretary of the PEA, said this week that the proposal for an A level in PE was discussed at the last meeting of the association's teachers' advisory committee. Members voted their support for the idea and agreed to help with the construction of the scheme.



For the first time last year the national girls' school tennis championship was won by a team from a comprehensive, Banbury School. The school repeated its success this year, defeating three girls' independent schools, all regional finalists, on the way. These were The Perse from Cambridge, Clifton, Bristol and St Helens School, Chesterfield. Pictured are the Banbury team standing - Zoe Billingham, Ingrid Kellher, Caroline Billingham. Seated - Rebecca Wisa, Sarah Clark, Katie Alexander.

Simply not cricket for girls

A survey of 235 secondary schools has shown that only 46 offered cricket to girls, and in more than half it was no more than optional.

Ten teacher training institutions specializing in physical education were also surveyed, and in only three did women students leave knowing something about the game. Another three did not teach it to women at all, while in a further three it was optional. The remaining colleges did not reply.

"So many sports such as gymnastics, athletics and tennis seem to have persuaded PE teachers and the general public they can be practised by women without loss of feminine charm," Miss Rachael Heyhoe-Flint, former captain of the England women's team, said this week. "But women's cricket seems to invoke the traditional image of the sports woman. It's up to women cricket enthusiasts to dispel the idea."

The survey was carried out by Dr Nick Whitehead, former international sprinter and principal lecturer at Carnegie College of PE, Leeds. He starts work this autumn as director of the new National Coaching Foundation.

Helped by a grant from EP Publishing of East Ardsley, Wakefield, questionnaires were sent to 450 secondary schools in nine counties and 10 training colleges. Among the 235 schools which replied only 19 included compulsory cricket in their girls' PE programme. A further 27 offered it as optional.

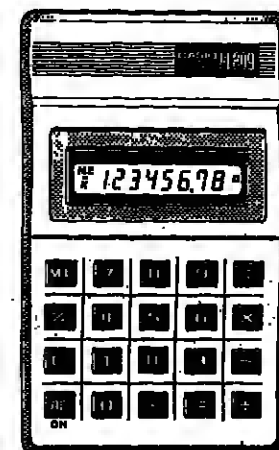
Tennis (70), rounders (65), athletics (59), swimming (40), volleyball (38), badminton (36), softball and stoolball (29 each) can all be played in more schools than offer cricket.

"Women's physical education teachers seem to have decided that cricket is not so important an activity to present to secondary school girls as many other activities," Dr Whitehead remarks.

In the three colleges where cricket for women students was compulsory, all the classes were mixed. The amount of time allotted over a three or four-year BEC course came to 25 hours with another 25 optional, 15 hours with 45 optional and 8 hours.

Dr Whitehead, who is also manager of the Great Britain athletics team, commented: "Past researches have established that PE teachers are most likely to teach schoolgirls those activities which the teachers were taught at college. Therefore, the present low amount of cricket taught to women PE students is likely to be reflected in secondary schools."

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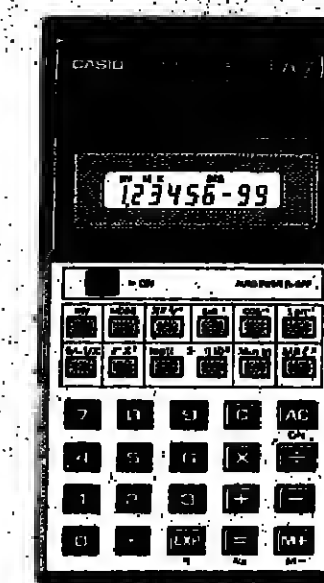
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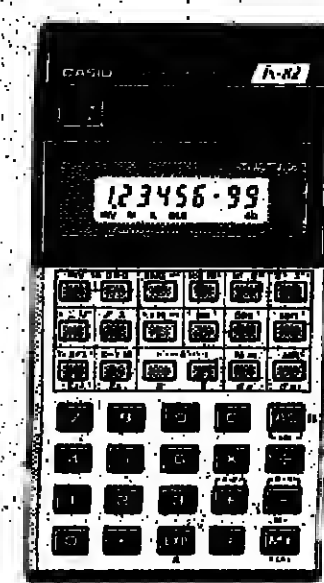
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Girls' parents get counselling service offer

Parents are to be offered help in guiding their daughters' subject and career choices, under a new scheme devised by the National Advisory Centre on Careers for Women.

For £25 a year, parents will receive information packs on curriculum choices and job opportunities, tailored to their daughters' needs as they progress through the third, fourth and fifth years of secondary schooling.

Their daughters will be offered careers counselling at a discount, and families will have direct access to the association's services for post-O level "emergency" queries. Mothers in the scheme will also be offered careers counselling at a discount.

One hundred and fifty schools are members of NACCW, the overwhelming majority girls' private schools. The scheme is being set up to mark the association's fiftieth anniversary.



"Why are we waiting for lead-free petrol?" was the theme of this protest by parents when delegates gathered for the World Petroleum Conference in London's Royal Albert Hall earlier this week.

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Sale of promised school site prompts inquiry

by Biddy Passmore

Liverpool parents have set up a public inquiry into the sale by the city's former Liberal leaders of a site which had been promised for their new primary school.

Sir Keith Joseph, the Education Secretary, has just agreed to a review of Harrington County primary school but has given the authority only a year in which to find a new site for the school. Now the parents, with the support of the new Labour administration, want to find out why the St James site was sold to a private developer in 1982 after Sir Keith had agreed it should be used for a new school to replace Harrington and two other primary schools.

The Department of Education is said

to have told city councillors that this action by the previous Liberal administration was in breach of the law, which says an authority must implement proposals approved by the Education Secretary.

"What we want to know is, how was it done, why was it done, and how was it allowed to be done, when the DES had approved the plan," Mr Steve Doyle, chairman of the Harrington Parents Action Committee, said this week.

Members of the committee of inquiry, which had its first meeting last Wednesday, include local Labour MP, Mr Eddie Louden, Mr Bob Perry and Mr Kevin Coombes, leader of Merseyside county council.

Falling rolls endanger four rural primaries

by Hilary Wilce

Four village schools are likely to close in the Ribbles Valley district of Lancashire, under a recommendation made this week. But four more have won a reprieve.

Falling rolls had put a question mark over eight rural schools in an area where the educational map is complicated by the majority of primary schools being denominational.

But the Labour-controlled authority's schools sub-committee decided on a package of assorted measures which would take out 25 per cent of many individual schools as possible. The sub-committee proposed that four schools should be closed at the end of this school year, but said these closures should be subject to further

consultation with the diocesan authorities involved. It also proposed that temporary classrooms should be taken out of use, buildings be reallocated, and a new school site be got rid of.

All these recommendations will be before the education committee later this month.

Meanwhile a discussion paper from the Community Council of Lancashire and an alliance of organizations calling itself Rural Voice in Lancashire, which emphasizes the benefits of village schools, has suggested that in villages where two denominational schools are both suffering falling rolls they should consider merging, while retaining separate worship and religious education.

Boards in agreement over grades

by Philip Venning

Different GCE boards look for broadly similar sorts of abilities in O level physics candidates even though the exams vary considerably, says a study by a team of examiners.

The Inter-Board study of O level physics found that the only undisputed difference between boards' marking policies was in the importance attached to graphs.

The study was set up to look for those characteristics which a grade A or grade C candidate might be expected to show in the exam.

It concludes that "a grade A candidate can understand and use correctly the 'language' of physics and has the physical concepts relevant to a question."

"Answers to individual questions are well organized and well presented; calculations are well laid out and logically presented. Units are used correctly; most calculations are completed correctly, from those involving simple substitution to those which are more complex. The grade A candidate can describe experiments or processes or present 'rehearsed arguments' with clarity. Recall of information is very good."

By contrast, the grade C candidate "has a reasonable command of physics 'language' and his/her application of laws in straightforward situations is good. Adequate understanding of written questions, tables and graphs is shown and he/she can recall enough knowledge to answer competently most of one question."

"The grade C candidate is generally able to select appropriate formulae and to substitute correct values accurately. In particular areas of the syllabus, however, depth of knowledge is lacking and a candidate tends to give partial answers, vague descriptions and incomplete definitions; only rarely will a grade C candidate produce a full high-quality answer to an extended question."

Report of the Inter-Board Study in GCE Physics (Ordinary) 1982 by G. M. Forbes and Christine A. Williams. From: JMB, Manchester M15 6EU £1.50.

DES supports science award

The Department of Education and Science is giving £20,000 a year for the next three years to support an award scheme aimed at developing young people's interest in science and technology.

The Awards for Young Investigators scheme, launched by the British Association for the Advancement of Science last week, is for pupils aged between eight and 12. It has three levels: bronze, silver and gold. Boys and girls will register as members of a group organized by their school or science club.

Corkish appeal

An industrial tribunal is to hear an appeal from Mr Alan Corkish, the Sutton teacher who was sacked after leaking details of his school's corporal punishment report to STOPP, the anti-cane pressure group.

The case goes before an industrial tribunal hearing in Liverpool later this month - two years after Mr Corkish lost his job at Litherland High School.

Brown & Brown and Tutors, Oxford, has been awarded the contract to provide both individual and group tuition for pupils in the lower school. But through school-based in-service training and a lot of help from Wilf Agnew, an adviser who was once head of a middle school, they have begun to value the role of the more general teacher.

A parents' room has also been opened and a small community centre is planned for the site. The aim is to

This time last year fewer than half the staff of the newly-created Ducie Central High School had been appointed. Like all other secondary schools in Manchester, it was in the throes of a major reorganization, scheduled to take off from September but approved only at the last minute by Sir Keith Joseph, the Education Secretary. Every teacher and head in the city had to re-apply for a new job between the spring and summer terms.

The prognosis for Ducie looked bleaker than most. Reorganization meant the merger of two schools - one mixed, one boys', one with a traditional curriculum and rigid streaming, the other with mixed ability classes all through. The long-term aim was for the school to become an all-boys' 11-16 comprehensive, operating from one rather than three sites.

The catchment area was inner city, including the Moss Side district and more than 50 per cent of pupils were of Afro-Caribbean or Asian origin. One of the two schools, known then as Ducie High, had had a particularly troubled recent history.

Since before the 1981 riots in Moss Side tension had been running high. The school building and the teachers had been abused and a large proportion of pupils were totally disenchanted.

When the opportunity came, 80 per cent of Ducie's teachers voted with their feet and applied for jobs elsewhere in the city. At a strike, familiarity and stability, which were the two things the old institutions could offer, were swept away.

In their place came upheaval and change. On the first day of term last autumn only one in five teachers knew the name of any boy or girl.

"When you shout 'hey you' at a kid they've got a great excuse for ignoring you haven't they?" said Sheila Woodhead, head of the lower school, thinking back to her first week last autumn.

Dave Birtwistle, head of communications and expressive arts whose old school, the Manchester High School for Art, had been closed against much opposition, said he met "complete stonewalling" from Ducie pupils. "The potential for disaster was higher here than anywhere else. There had been a fairly wholesale rejection of traditional classes by the older pupils," he said.

At Crown Square, the education department was not unaware of Ducie's explosive potential and had given it a more generous staffing ratio than most secondary schools. It also had the foresight to promote Ducie's former deputy head Derek Blackwell to the headship.

Come September, fresh from a trip to Jamaica with his family and also 10 children from Moss Side, he walked into the new school half a day late and soon realized - like many of his colleagues - that there was a need for an alternative curriculum strategy. The long-term aim was to conquer "them and up" mentality and to change the single-subject curriculum target groups. The immediate chronically disaffected 50 per cent in the fourth and fifth years and the new intake of first years.

"It wasn't just a fire brigade exercise," said Ian Hepworth, a former teacher at Central School and now a senior teacher responsible for the fourth year. "We wanted to make the curriculum useful and appropriate for everyone."

In the lower school a team of teachers was released from classroom duties every Wednesday morning. They began to develop a middle school-type curriculum. From this September first-year pupils will live on the ground floor of the building, taught largely by their form teachers. The morning session will be devoted to basic skills such as maths and English followed in the afternoon by project work under the broad heading of humanities, personal and social education.

"At first we felt we were making sacrifices, giving up our subject expertise," said one teacher in the lower school. But through school-based in-service training and a lot of help from Wilf Agnew, an adviser who was once head of a middle school, they have begun to value the role of the more general teacher.

A parents' room has also been opened and a small community centre is planned for the site. The aim is to



Above and below: sewing lessons from Wendy Richardson.

Sarah Bayliss on the teaching methods that saved a city school from disaster

The time bomb that did not go off...

tackle alienation where it might start - in the first year.

In the upper school a steering group of about eight teachers was formed with three support staff previously based at the school's "sanctuary" for the most difficult pupils.

The "alternative strategy" made numeracy and literacy the top priorities plus personal and social education and practical problem-solving. English, maths and art were established as core subjects for all pupils, regardless of ability.

Dave Birtwistle was committed to art for all. "In terms of developing certain skills, perception and expression is essential for kids. And we are not just talking about painting pictures."

While the alternative strategy was still in embryonic form two residential trips were organized for older pupils; both are now recognized as turning points in the life of the school. One trip was to Lumb Bank, the former home of the poets Ted Hughes and Sylvia Plath in the heart of Bronte country. The other was to Ghyll Head, a residential centre overlooking Lake Windermere.

Both were unconventional. In that they did not concentrate on traditional outdoor pursuits like rock climbing or canoeing.

At Ghyll Head they went on mid-night manoeuvres in freezing weather



Mr Hepworth in the lower school. "It wasn't just a fire brigade exercise"

and pushed themselves to do things they had never done before. "When you've all dared to jump in a waterfall and been up to your neck in perishing cold water there's a bond between you that can't be broken," said Malcolm Berry, head of outdoor education.

It was agreed that each year should have a special room - one the former sanctuary, another the old school library. Pupils began to plan how they would decorate and furnish them.

Apart from the core subjects of maths, English and art which pupils had also expressed a need for, a set of modular courses was devised in creative arts, craft design and technology, sciences and humanities.

The intention was to allow pupils to dip into certain subjects, perhaps for a term at a time. Subjects included dance, sculpture, drama, motor mechanics and learning to drive, sciences at work and in the home, social problems and family life, taxation and wages.

All the staff at Ducie were asked what special skills they could offer apart from their own subjects. Linking courses were set up with colleges of further education in woodwork, welding, sign writing, printing, building and photography.

Not were the most academic pupils separated from the rest. They too were offered a core of English, maths and art, plus modules in science,

humanities and craft. With two further options to choose, a pupil should be able to pick a balanced range of up to eight subjects.

A crucial test of approval came this term when third-year parents had the timetable presented to them. "We were worried that parents might say it didn't look academic enough. Fortunately they were very perceptive and didn't see it like that," said deputy head Barry Wilson.

The school itself bears witness to the early success of the scheme. The corridor walls are covered with notices and notice boards are packed with art and creative writing done at Lumb Bank and Ghyll Head.

"The caretakers and cleaners told us we were wasting time - everything would get smashed - but it's all perfect," said Wendy Richardson, head of the fifth-year group.

Irvy Cumberbatch, a 15-year-old admitted he hated school this time last year. "It's true, I just used to come in, mess about and hang around the corridors. Teachers wrote things on the blackboard and I didn't want to do anything. Now we're not forced to do what we want. I like working in here."

Dave Wickham, one of the fourth-year tutors, said there had been honesty and "unspoken democracy" between teachers that he had never before experienced.

In-service training has been an essential part of the success story, including a residential week in Wales this summer for teachers to devise a plan for assessments and profiles.

Other schools in Manchester are now coming to Ducie for advice, especially those which from September have been awarded extra government funds from the low achievement programme.

Ducie itself is worried about losing its generous staffing ratio but otherwise does not resent that it was not one of the five schools chosen by Manchester for the DES project.

The ultimate sign of success is that Irvy Cumberbatch and his friends have been invited to go to other schools and talk to teachers about the story so far.

Biddy Passmore meets Florence Kirkby, the Secondary Heads Association's new president

A Burnham star who has earned her rise

Florence Kirkby looks and sounds like the archetypal British headmistress; determined and wiry, no time for nonsense. You might expect her to run a girls' school of the old-fashioned kind.

You would be wrong. Miss Kirkby is headmistress of a large, co-educational, inner city comprehensive with all the problems of urban deprivation and high unemployment. Yesterday, she became the third woman president of the Secondary Heads Association, a body that spans every kind of school, where both her manner and her experience will come in useful.

Since SHA was formed from a merger of the Headmasters' and Headmistresses' Associations seven years ago, it has had one woman president for every two men. That, as it happens, is the ratio of women to men in membership, a factor "one bears slightly in mind" when choosing its next leader, according to a senior member.

But there was no tokenism about the selection (unopposed) of Miss Kirkby. She has earned her spurs the hard way - as SHA's representative on Burnham, a role she was already performing for the Association of Headmistresses before the merger.

Some of the headmasters, it is said, were at first less than enthralled with the idea of a woman negotiating

salaries and pensions on their behalf. But they soon came round. There is now universal awe at her grasp of the system, her dogged pursuit of detail and her ability to make the association's general council laugh at her lucid and pithy account of the proceedings.

"Quite incredibly good", "first class", "meticulous and unflappable" are just some of the tributes that pour in from members of SHA and other teacher associations.

Miss Kirkby says she enjoyed the experience and will miss the committee and the companionship of her colleagues now that she has had to hand over the Burnham brief to John

Sutton, a head from Corby in Northamptonshire. Although she was not just fighting for a better deal for headteachers, she is glad there has been a move in recent years towards a percentage rise at all levels rather than concentrating increases on the lowest paid. But the



Florence Kirkby: won her spurs the hard way.

most important thing is to achieve a proper career structure, she says, not least because heads need contented staff.

She would like to see a better basic scale with more senior posts to reward good classroom teachers who didn't become a head of department or take on administration. She also supports more assessment of teachers by their peers, although she baulks at the idea of making promotion depend on it.

"I should be happy to see longer probation and to make it more difficult to get into the profession", she says, "but once teachers are in, you can't keep them in constant suspense about their professional status." She would, however, like to see it made easier for teachers who feel they are "running out of steam" to get grants to retrain for other jobs.

Another pet theme is the need for teachers to take sabbaticals to think out their aims and keep themselves fresh. Miss Kirkby recognizes there is little hope of a national scheme at a time of cuts but feels much could be

done through exchanges between teachers, trainers and administrators. As for getting more women into headships, she thinks the blockage often comes at deputy or head of department level and might be eased if selectors were less rigid about demanding a set career pattern.

Florence Kirkby's own career has followed a steady upward path. After grammar school in Blackpool and an English degree at Manchester University, she got her first teaching post at the Park Girls' Grammar School in Preston and then, seven years later, became head of English at Cowley Girls' Grammar School in St Helens.

The next move was to be headmistress of yet another grammar school, the 700-pupil Rutherford's Girls' High School in Newcastle. But then came reorganization and the biggest challenge of her career, when she was made head of the new, co-educational Rutherford comprehensive.

She admits to some nervousness about the change and is grateful that Rutherford did not go comprehensive

overnight: there were six years in which to adjust to the change.

"I realized I had to rely on other people", she says. "A head of a grammar school tries to do - and almost can do - all of the organization, which of course you can't do in a comprehensive."

With hindsight, what is her view of the move to comprehensive schools, often said by independent school heads to have driven an immovable wedge between the private and public sectors?

Perhaps wisely for someone in her new role, she is loath to be drawn into comparisons between the selective and comprehensive systems. "Each has to be judged on its merits", she says. But she feels that England made a mistake in grafting comprehensive schools onto a selective exam system. She would like to see less emphasis on exams at 16, with a common exam in a limited range of subjects "as a basic testing of ability" and profling for more practical subjects.

"I think probably more children are getting a good chance in the comprehensive system", she says finally. But she stresses that comprehensive schools must do their best for all pupils, including those who would formerly have gone to grammar school. "It's no use saying, because you're not in the majority, we can't do anything for you. I would expect in my school to offer everything a selective school can offer. If I can't do that, it's just a big secondary modern."

By the same token, comprehensives should be able to stand comparison with independent schools. She remarks: "There should be no feeling that by going to an independent school you are getting a better education." That is why she objects to the assumption behind the present Assisted Places Scheme. "I think the money that's being spent on it should be spent on boarding education, where there is need."

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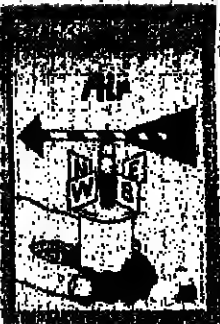
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Firms need not top up trainee pay, says TUC

by Richard Garner

Union negotiators have been told by the TUC that they should approve firms taking on youngsters under the Youth Training Scheme - even in cases where employers resist demands to top up the allowance of £25 a week payable to every trainee.

The advice comes in a TUC handbook just published, which contains details of the scheme for trade union negotiators.

The TUC recommends negotiators to push for a top-up of the allowance, and urges them to press firms to negotiate a 35-hour week for YTS youngsters, instead of the 40-hour week recommended by the Manpower Services Commission who organize the scheme.

But in its annual report, the TUC says that negotiators, while bearing in mind the jobs for Youth Campaign's call for a £30 a week allowance, should determine themselves whether the employers have the necessary resources to top up the allowances.

"In cases where employers resisted the topping up of the allowances, unions were advised that they needed to satisfy themselves that the block grant payable to the MSC was being used in full to the benefit of the young people on the scheme, and in particular, that it was a high training scheme," the handbook adds.

"To achieve this, the attention of unions was drawn to their undertaking an audit of the employer's detailed budget for spending the MSC grant,

which would clearly involve union negotiators asking to see the company's costings and having them audited, by companies' auditors.

"If this established that no spare resources were available to top up the allowances, unions should be in a position to give their approval to the scheme if other criteria for union approval had been met.

"But if the audit revealed the employer was operating at a low cost, low-quality training programme, then it would provide a firm basis for unions to press for 'topping up' says the handbook.

It also warns negotiators of a national insurance/income tax "trap" which means that youngsters receiving an allowance of £34 a week would, for example, be worse off than youngsters receiving £32.49p.

Mr Len Murray, TUC general secretary, said of the scheme: "The YTS can represent a major step towards ensuring that all young people, on leaving school, have the opportunity to acquire a sound preparation for working life on which to build their future careers.

"It will not be easy to achieve this objective. Some employers may seek to exploit the scheme and young people for financial gain; others will initially lack the training facilities and competence to deliver good quality training, education and work experience for young people."

Unions urge more for fares

Trade union leaders are now confident that Mr Norman Tebbit, the Employment Secretary, will agree to improvements in the travel allowance for YTS trainees.

At present, trainees get £25 a week and no help with travel costs unless they amount to more than £4 a week. The £4 threshold is thought to act as a disincentive for youngsters.

But a report to the Youth Training Board, which funds the scheme, is expected to recommend lowering the threshold by £1 or £2.

At a recent meeting with TUC leaders, Mr Tebbit agreed to give any recommendation from the MSC "full and careful consideration." The Employment Secretary was less forthcoming on the £25 allowance itself.

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New voc prep certificate

A new qualification for vocational preparation tutors and trainers was announced this week by the Royal Society of Arts.

The Certificate for Vocational Preparation Tutors, which will be tested in five places from this autumn, is designed to encourage staff development among those involved in vocational preparation of 16 to 19-year-olds.

"Many tutors are receiving no form of recognition, no statement of their learning achievements or experiences, for the staff development programmes they may currently be undertaking," says the RSA brochure on the scheme. "This lack of recognition both undervalues the contribution such tutors make, and also makes mobility of tutors between institutions and regions less practicable."

Because the nature of vocational preparation varies so much, the new certificate will be based on a checklist indicating skills which tutors should be encouraged to have, and a profile recognizing those they do possess following a staff development programme.

There will be no rules about how staff development should take place or how long it should last. For example, one person might take part in a two-day in-service course in his or her college; in a week-end course organized by the regional advisory council on the needs of 16 to 19-year-olds; and attend a weekly half-day session writing numeracy materials for YTS trainees.

Alternatively, someone else might attend a programme organized by the local Manpower Services Commission accredited centre on the design and running of the YTS.

The Further Education Unit is helping fund research into the first year of the scheme from: David Bell, RSA Examinations Board, 8 John Adam St, Adelphi, London WC2.

Conduct becoming an adult

On a hot afternoon, the lads from the meat department were feeling drowsy. But they and their fellow students from admin and bakery soon livened up about the attitude of a lecturer.

"He told us off for being late and we tried to explain that it wasn't our fault, but he wouldn't listen," it was our photographer who had delayed them.

The 14 students on a Youth Training Scheme pilot project, flushed with the newly found freedom of a further education college and confidence given by work experience, felt indignant. In this part of Havering Technical College, they were treated as adults, they said.

This incident was used by their teacher, Mr Dave Dennis, to demonstrate a point. "What kind of life skills do you need to make him listen to you?"

"You can't try that with that kind of person - they talk over you all the time. He thinks because we're on a YTS course we're all thick," it came the replies.

"He is expecting respect from you of his position... you must appreciate how he feels."

That particular lecturer at the main site had yet to come to terms with the new kind of students, and he will not be alone in this Essex college, his colleagues in the Vocational Preparation Department admit.

But they have started an in-service training programme for staff to overcome these difficulties of moving away from the traditional further education teaching to more student-centred styles. For Havering, like many southern colleges, has only recently opened a vocational preparation department in response to increasing unemployment and the demands of the Manpower Services Commission. It had no previous experience, even in Unified Vocational Preparation work, unlike many other colleges.

By the beginning of this academic



Havering Technical College: pilot work-skills courses started last year.

Pilot work-skills courses started last year and the MSC gave £31,000 to develop part of the college's Quaker campus for vocational preparation. The Quaker site houses the electrical engineering, social services and education as well as vocational preparation. The seven other departments are on the main site about a mile away.

The new "Voc-Prep" department got a boost last March when "out of the blue" Sainsbury's came to discuss the possibility of using Havering as one of the bases for a pilot YTS scheme, which they wanted to start in April. Mrs Di Brooke, head of the Vocational Preparation Department, and her team became rapidly immersed in Sainsbury's procedures and structures and, in consultation with their staff, a course was prepared for 30 trainees from 13 branches in the Essex and North and East London areas.

The course lasts for 50 days in two blocks of one week plus day release. Teething troubles have to be resolved as Sainsbury's say there has to be "some fine tuning" of the course content and teaching methods. But it is early days.

So far the MSC takes up about 17 per cent of the college work, "but if the YTS demand materializes, we will need more space," Mr Russell Woodrow, the vice-principal, explained. Contingency plans to take over new premises are being put to the governing body, he said.

By the beginning of this academic

Youngsters wince at old school workshops

Redundant secondary or even primary school buildings may create the wrong atmosphere if they are converted for use by the Youth Training Scheme, according to architects from the Department of Education.

In a booklet on ways of accommodating YTS students, they say that it is important to create an adult atmosphere of work and training as distinct from that of the classroom or school. "Many youngsters on the training course may not take kindly to 'going back to school'."

Many school buildings were neglected and had a backlog of outstanding maintenance. They were often excessively expensive to adapt, and sub-standard conversions had to be avoided.

Industrial buildings might also need a lot of building work, but they do have the right atmosphere. Though there were similarities between the new training courses and traditional, non-advanced further education, there were some distinctive features that buildings would

need to meet YTS demands. "The main need is for workshop training/teaching spaces as for non-advanced further education, but including an important new accommodation type - the multi-skills workshop. Other accommodation types needed are communications, literacy and numeracy workshops, and computer and microtechnology centres."

The first step should be to make better use of existing college space, where necessary adapting the premises at a modest cost. But this should not be at the expense of learning areas, libraries, social and study space.

Temporary huts were a short-term answer to a peak in student demand or an immediate shortage of suitable building. But too many could overburden the college's central services as well as spoiling its appearance.

Accommodation for the New Training Courses DES Design Note 33, free from: Publications Dispatch Centre, DES, Government Buildings, Honey-pot Lane, Stornoway, Shetland.

High success rate for micro skills

Nearly three quarters of the young people who have done courses at information technology centres have since found jobs or have gone on to further courses in the same field, according to the Manpower Services Commission.

So far there are 67 centres throughout the country, giving young people

intensive tuition in microcomputing and electronic skills, a number that should reach 150 by the end of the year.

To make the programmes realistic, the young people provide information technology related goods or services on a commercial basis. These may include word processing and circuit board assembly.

Hilary Wilce visits a school where aviation has taken off

How do you interest pupils in "difficult" subjects like maths and physics, give them specific vocational training, and offer them adventure and excitement - all at one go?

At Banbury School, in Oxfordshire, they have plucked an answer out of thin air, by offering them the opportunity to study aviation, with some flying experience thrown in.

The subject is one of 50-plus options offered at the school, and gives fourth- and fifth-formers a chance to learn about flight, meteorology, navigation, space travel and how airlines operate. Last year about 100 pupils took the option.

Some aspects of the course are tough, and even dry. Pupils have to

study the forces of thrust and drag on an aircraft, how airframe stresses are calculated, and how to work out the track of an aircraft in relation to the speed and direction of the wind and the magnetism of the earth.

But if this is the stick, then there are a number of carrots, including the biggest of all - the chance to go flying from nearby Kidlington Airfield. Pupils also get to visit civil airports, RAF bases and air museums.

At the school, aviation studies are based in a converted cloakroom, now decked out with posters, models and bits of old aeroplanes. Just around the corner, in its own small room, is a recently acquired simulator, bought for £600, all but £13 of which was raised by pupils and parents.

Mr Doug Todd, an assistant head and founder of the aviation course, admits that it is basic, "and a bit Heath Robinson-ish", but points out that whatever it looks like, it does the job.

Most aviation pupils get to use it, and some become so proficient at this land-locked version of flying that they are let loose on the machine alone. For Doug Todd acquiring the simulator is just the latest coup in his lone drive to build up air studies.

The idea arose out of his private passion for flying. He flew Wellington bombers and flying boats in the war and is still an RAF volunteer reservist, now specializing in photographic interpretation. During last year's Falklands conflict, he was put on stand-by.

He is part-owner of a Piper Cherokee, kept at neighbouring Kidlington, and takes pupils up with him whenever conditions permit. He is also an honorary member of Ten

Squadron, at RAF Brize Norton, and they sometimes ring me up and say 'We've got a training flight tonight, any takers?'

His wide network of flying friends opens endless doors for pupils wanting to see air traffic controllers at work, or cabin crew being trained.

He is also an unabashed scavenger among the flotsam and jetsam of aviation cast-offs. Among the trophies that have been lovingly carried back to school are a self-sealing tank from a Vampire jet and old seats from a refurbished British Airways Jumbo. Out-of-date aviation charts, which the Brize Norton base used to burn, are now used for classroom plotting exercises.

Speakers come readily to talk about their flying experience, and pupils use tapes of airway radio procedures and flying training films.

Doug Todd says he introduced aviation studies seven years ago because he could see that despite the recession there were still jobs to be had in the flying world.

Since then one of his pupils has become a Buccaneer pilot, and another has become a chief steward with Monarch Airlines. Many others have taken cabin crew jobs, gone into the RAF, or gained aeronautical apprenticeships.

At school the subject attracts pupils from across the ability range, and is both an O level and a CSE exam subject, although there is as yet no A level exam available.

With the Southern Region CSE Board, Doug Todd developed a syllabus which includes the history of aviation, meteorology, basic navigation, airframes, engines, flying, space



Flight simulator: "a bit Heath Robinsonish"

travel and airline operations. For O level, he first looked at an Oxford local paper in aeronautics but felt it was too closely concentrated on aerodynamics.

So for the past five years pupils have been taking the Associated Examining Board's air navigation exam. This year 12 students took the exam, all of them boys. Next year one girl plans to take it.

Doug Todd is now 60 and thinking of retirement, although he fears for the future of his lovingly tended subject. While there is an enormous amount of goodwill in the flying world, it takes personal contacts to tap it to the full.

Banbury School is one of 70 members of Aero - the Air Education and Recreation Organization - which recently held its first air education course for 10 teachers at Kidlington, including the chance to plan and take a flight in a Piper Seneca.

But the membership of Aero is dropping, and Doug Todd believes that there is much more that could be done to encourage flying studies in school. Although other schools, in Hampshire and Staffordshire, have done a little to encourage aviation studies, Banbury far outstrips the field.

The school's principal, Mr John Sayer, says aviation studies is an "enriching but popular option" through which some less attractive subjects can be approached, and he certainly hopes it will continue at the school. Doug Todd says he will consider teaching part-time, in order to get the current crop of examination candidates through to the finish.

After that he hopes someone as keen and as deeply involved in flying will have worked their way into the job, so that the popular option can continue.

How maternity deals affect redeployment

by Richard Garner

Maternity leave deals for women teachers may increase the risk of redeployment for some of their colleagues remaining in the classroom, says an article in *Report*, the monthly magazine of the Assistant Masters and Mistresses Association.

Mr Philip Lott, the association's solicitor, says there is no legal rationale for excluding teachers on maternity leave from redeployment procedures.

However, teachers on maternity leave may face great difficulties in obtaining consideration for redeployment because of their lack of access to information and vacancy lists, and ease of availability for interviews.

In addition, some local education authorities may be providing priority of protection from redeployment for teacher-mothers. "It may be thought that this recognized protection should not be relinquished," he writes.

"It could be argued, however, that this protection enjoyed by one group of teachers has the inevitable corollary of increasing the risk of transfer for others."

Mr Lott says that the law allows a teacher-mother to return to work in the job in which she was originally employed under the original contract and on terms not less favourable than her previous employment.

However, there are two caveats: (i) the right to work can be denied if the job is no longer there by reason of redundancy; or (ii) it can be denied if her return to work is not reasonably practicable and she has been offered and unreasonably refused alternative suitable employment.

He adds that teachers are increasingly being employed on non-specific i.e. contracts which avoid mentioning an individual school so that an employee can be transferred from one place of employment to another.

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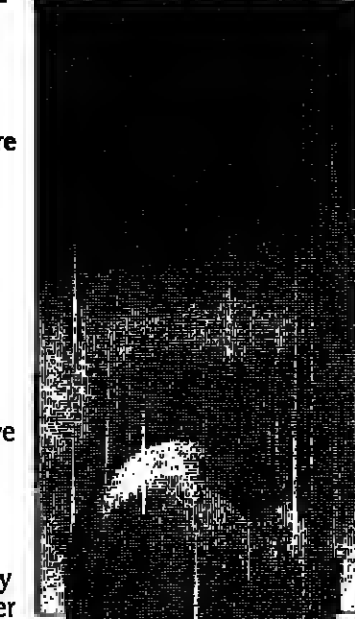
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WEEKS TO GO!

OVERSEAS

Flight to forge a language link

CHINA

Hilary Wilce describes a boost in educational aid from Britain

China will receive a substantial boost in educational aid from Britain this month, when 30 teachers of English fly out to take up positions in Chinese universities and institutes.

The number, though hardly enough to fill more than one row of a jumbo jet and infinitesimal in relation to the millions of Chinese who are said to be clamouring to learn English, nevertheless represents a dramatic 50 per cent increase on the number of British Government-backed English teachers who were working in China last year.

The teachers' arrival will also herald the beginning of a new concept of cooperation on English language teaching between the two countries. This follows a visit to China last year by a British Council delegation which examined ways in which the Chinese Government's requests for help with language teaching could be met.

The delegation found that working conditions were often spartan, but the commitment of teachers and students was outstanding. Local libraries are well stocked, but audio visual materials are poor.

Under the scheme stemming from the delegation's report, teachers working in groups will train Chinese staff who will later leave for a year's training in Britain, before returning to take over as the British teachers withdraw.

The programme's priorities are teacher education, English for special purposes, distance learning (the BBC language series *Follow Me* has been an enormous hit in China) and improving exams and testing.

Britain will not only provide

teachers, but also materials and advisers, and take part in an annual evaluation conference in China.

The budget for the language programme is scheduled to rise by £60,000 this year to £240,000. It will climb to £450,000 a year by 1985, and then level off.

The current chapter in Sino-British relations opened with the 1978 visit to China by Mrs Shirley Williams, the then Education Secretary. Her visit coincided with growing awareness by the Chinese authorities of just how desperately they needed the West's technology — and the language to use it.

A year later the cultural cooperation agreement was signed and the British Council opened up shop in Peking. Both countries had high hopes of the trickle of academic exchanges turning into a flood, but cash problems and administrative difficulties have kept numbers down.

Today the Royal Society, Voluntary Service Overseas, and any number of individual institutions are shuttling people to and fro, but Britain still lags behind many Western countries in forging strong educational links with China.

The United States is thought to have at least 200 English language teachers in China, and up to 12,000 Chinese students in its universities and colleges. West Germany plays host to 1,200 Chinese scholars of various kinds, but in Britain the figure is nearer 600.

A major problem has been the introduction of full-cost fees for overseas students, which has put this country's higher education way beyond the Chinese pocket, and this level of charges will almost certainly hamper attempts now being made by Britain to cash-in on the training aspect of the language programme. A £125m World Bank loan for improvements to China's main research centres.



Secondary pupils... ill-prepared for the new demitization programme

Plea for technical training

Secondary education in China needs urgent reorganization to provide more technical and vocational training, Premier Zhao Ziyang has urged in the National People's Congress.

For the past three years, the Ministry of Education has urged city and provincial authorities to convert most senior middle schools (for 15 to 18-year-olds) to technical and vocational schools, but the move has not been quick enough, so that intermediate and high-level specialists are in short supply.

According to Zhao, this holds back expansion of the technical force, resulting in an enormous waste of investment in education. Only one senior middle school-leaver in 16 can gain a place in China's 715 universities, and the rest, with no technical subjects in their curriculum, are ill-prepared to take a constructive part in China's modernization programme.

No time must be lost, said the premier, in setting up vocational and technical schools for at least 40 per cent of senior middle school students. This

involves converting enough schools to teach four million students, devising specialist courses and, even more difficult, training or retraining some 250,000 teachers.

Zhao Ziyang proposed that qualified scientific and technical personnel and master craftsmen should join school staffs and that factories and mines should run classes jointly with regular schools.

These developments are envisaged at the same time as advances planned for higher education, to increase the annual enrolment to universities from 315,000 in 1982 to 530,000 in 1987, a staggering rise of 75 per cent.

Together with the planned expansion of radio, television and correspondence classes, it is difficult to see where all the extra teachers are to come from.

China's well-known talent for improvisation will be tested to the full for the foreseeable future. As Mao used to say, in education the quality and quantity of teachers is the main problem.

Peter Mauger

Two-thirds of world's 'gifted' children cannot be identified

Peter Congdon on an international conference in the Philippines

Teachers are only able to identify a third of all gifted children, a major international conference on gifted children was told.

A British researcher, Ms B. Painter, said that her work, which covered more than 5,000 pupils, had shown that only a third of all gifted children were consistently identified by teachers. The percentage of gifted children in the population had been 10 per cent, but only a third had been recognized. This tallied with research findings in the United States and Britain.

The Fifth World Conference on Gifted and Talented Children, held in Manila, in the Philippines, was an Australian researcher, Miriam Gross, on comparison between a teacher-directed and a child-centred approach to learning.

She told the conference of that "bright" children (average 123) make more progress in learning under teacher direction, while actually gifted children (average 139) experience more gains from a child-centred approach.

The conference was the first international meeting on the gifted held in the Far East and the first conducted in a developing country.

A number of developing countries reported official support for gifted education. Indonesia is about to launch a seven-year plan for gifted children, while in the Philippines need for a gifted programme has been stressed.

But an ambivalent attitude towards the subject still exists in many developed countries. Current educational policy in Denmark is still geared to programmes for the very intelligent, although talent in art, music, dance and sports is supported.

The recently implemented Education Act in the United Kingdom concentrated on the special needs of the handicapped, but gave little positive guidance on the special needs of the highly able.

Throughout the United States it is now mandatory to identify and provide for the handicapped, but no same policy for the gifted only about 24 of the individual states.

A recurring theme in the conference was that of the gifted individual with physical handicaps, but with normal intelligence, but who may also have exceptional intellectual potential.

The accurate assessment of individuals is made even more difficult by the presence of handicaps, visual or hearing impairment, or palate or cerebral palsy.

Ms Janet K. Jensen of the United States, pointed out that the gifted individual can often be identified by the handicapping conditions, but these handicapping conditions, or problems in coping with reading, spelling, and bilingual or bicultural backgrounds, she said.

Dr Peter Congdon is the director of Gifted Children's Information.

OVERSEAS

Aiming for more even standards of learning

Drastic cuts in Federal maintenance grants to West German schoolchildren, leaving such payments largely up to state administrations, have led Social Democrat politicians to accuse the Government of destroying equality of opportunity, and some Liberal politicians to express fears of a return to a former provincialism.

In the face of this the ruling Social Democrats in North Rhine-Westphalia have produced a draft law to preserve "an even standard of living" nationwide.

The Christian Democratic Government decided last year to reduce the number of schoolchildren entitled to maintenance grants from 200,000 (€50m) this year and 200,000 a year from 1984.

But the cuts may well affect the willingness of some working-class parents to support their children staying on at school.

Until now, depending on parental income, children in grammar school sixth forms, full-time vocational schools and in the *Zweiter Bildungsweg* (evening schools) have received average monthly maintenance grants of between Dm205 and Dm520.

From the beginning of this school year, August 1, only those children who have to live away from home because their place of learning is too far away for daily travel are entitled to grants (with the exception of those who attend evening schools and colleges, or courses for which a completed vocational training is a prerequisite).

Children living at home who attend grammar schools and full-time vocational schools are entitled to maintenance under a transitional hardship ruling only if they are from particularly poor homes, and had already entered a class which entitled them to the former grant. The upper limit of this hardship allowance is Dm200; it applies to only 50,000 children, and runs out in 1986.

The new provisions cut the total number of children eligible for maintenance grants down to a third, 40 per cent of whom are in vocational schools.

The response of the *Länder* to the change has been varied. Berlin and Schleswig-Holstein, with Christian Democrat governments, have come up with schemes, not yet ratified, based on the former hardship ruling. Bavaria and Rheinland-Pfalz, also Christian Democrat, have decided on grants to gifted pupils. Rheinland-Pfalz also intends to award travel costs and help with learning materials, the amount depending on the number of

WEST GERMANY

Caroline Cuss on the response to Federal cuts in maintenance grants for schoolchildren

children in a family. Baden-Württemberg has not yet produced a concrete plan, but is expected to settle for grants to gifted pupils.

The SPD-controlled states have not yet ratified schemes, but are certain to eschew any ability-tested form of grant: Hamburg is thought likely to decide on a grant based on social criteria.

North Rhine-Westphalia's proposal, which if implemented nationally, would cost Dm125m this year and Dm300m next year and in 1985, would apply to around 90,000 children living at home, and affect those at post-compulsory level whose parents were particularly poor. The upper level of maintenance would be Dm275.

According to a spokesman in the state's education ministry, more than 90 per cent of sixth-formers live at home.

It is too early for any confident prediction of the effect of the cuts. Dr Dorothee Wilms, the Federal Education Minister, does not believe parents will be discouraged from sending their children on to full-time post-compulsory education, but the Liberal Party (FDP) fears that the grants for highly gifted children will lead to the disadvantage of the all-round gifted pupils.

Despite the Government's efforts to save money, spending on education as a whole is expected to rise in 1983 by 2.4 per cent — an increase welcomed by Dr Wilms.



Dorothee Wilms

Job-shedding predicted

Schools have resumed or started for 567,000 pupils and 45,000 teachers after an 11-week holiday — amid growing doubts about the medium-term viability of comprehensive and senior secondary education.

Finland's national union of teachers (OAJ) has predicted that, given existing trends, 6,200 staff in middle schools and *Gymnasia* (senior secondary schools) will become redundant by 1988 as enrolments contract in response to the low birth-rates of the early 1970s. At present unemployment among schoolteachers runs at 6 to 7 per cent — around the average for all occupations.

"The number of teaching posts will diminish by a few thousand if there are no changes in government policy," Mr Reijo Jokinen, the OAJ's school affairs secretary, said. "However, we have already been able to soften the blow by persuading the authorities to retain some small classes in the comprehen-

FINLAND

sives and some senior classes (but were being phased out in remote districts).

Mr Jokinen emphasized that the overall trend depended on numerous unpredictable factors, including overhauls of the school system. Referring to finance ministry plans to give education a rather blunter slice of the public spending cake in the next five years, he recalled that during the last squeeze on the schools in the mid-1970s the disruption of actual teaching had been minimal.

The OAJ hopes the unemployment problem can be alleviated by bringing the retiring age in *Gymnasia* — 63 — into line with the 60 years that is standard in comprehensive schools.

Donald Fields

Health spending hurt

UNITED STATES

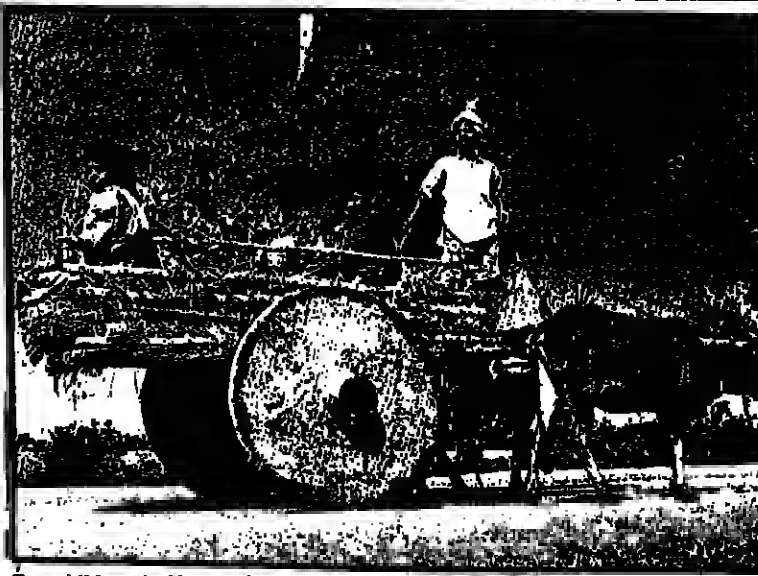
The Reagan Administration's decision to cut back on education spending is threatening special education in the United States, claims Dr Ed Martin, director of the New York Human Resources Centre.

"Never has there been a time in recent years when the US government's philosophy has opposed all that the International Study Group represents," he told a recent seminar on special education needs that was organized by the group.

Dr Martin, who served in the Federal government under five presidents, said that while defence spending has risen sharply, a \$9m (\$6m) cutback has been made in child health programmes. The government was also attempting to reduce the number of children receiving special help under the law.

The seminar was held at the Mayo Clinic, Rochester, Minnesota. Speakers from the United Kingdom were Professor Neville Butler and Dr Mary Haslam reporting on the national child health and education study, Dr Ken Corvill, principal educational psychologist for Hampshire, who reported on the British Psychological Society's study of pupils with specific learning difficulties, and Mr Colin Stevenson and Dr Nancy Eyles who described research at Southampton University's learning disabilities unit.

A S Abraham



Few children in Karnataka state are taught in English

English ban fails to appease

INDIA

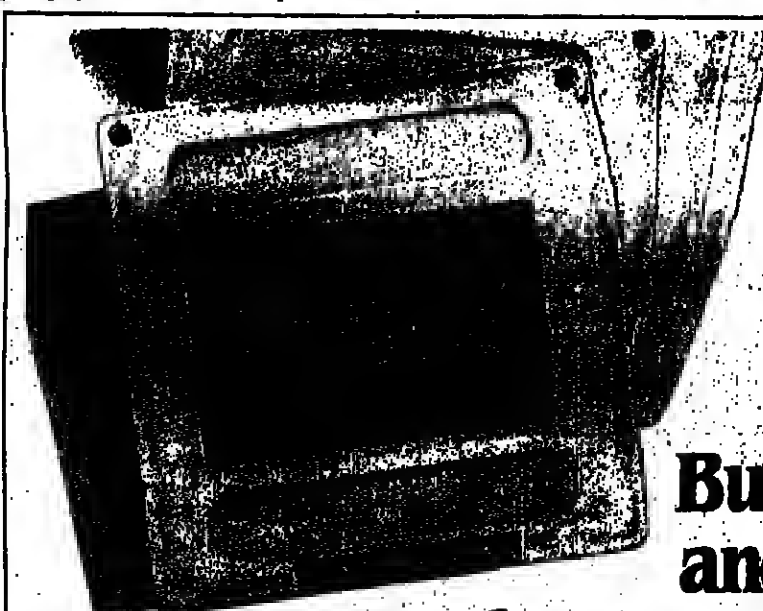
The government of Karnataka state in south India has banned the opening of any new English-speaking primary schools in an attempt to convince adherents of Kannada (the official language of the state) that it means to promote that language at any cost.

The decision has brought the provincial government flak from both camps. Those who want English-language schools to increase are afraid that the ban will harm the interests of Kannada-speaking people because, as one local paper put it, "... a few years from now, a whole generation of citizens in this state will flood the employment market in a desperate bid

to find local jobs, since they will have no takers elsewhere" (in India).

But the pro-Kannada lobby is not happy with the ban either. One of its spokesmen called it "an eyewash meant only to delay the real issue, which is giving Kannada prime importance in the educational syllabi".

It points out that out of more than 35,000 primary schools in the state, fewer than 500 have English as the medium of instruction, over half of which are in Bangalore alone. On the other hand, there are nearly 3,000 Urdu-medium primary schools, over 1,000 Marathi-medium ones and a couple of hundred where Tamil and Telugu are the languages of instruction.



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Book advises community protest
Parents urged to picket
over poor-quality teaching

AUSTRALIA

A book which advises parents to picket schools to "get rid of truly terrible teachers" has created a stir within New South Wales.

The book, *The Parent Action Manual*, by Mr Greg Andrews, includes five pages of action-packed advice for militant parents. After outlining the peaceful negotiations which should be tried first by parents in order to "get rid" of truly terrible teachers and principals, the manual urges a strike as a last resort.

It says: "Acting politely and carrying out your campaign solely through correspondence and phone calls will get you nowhere. The most effective way to prompt action is by getting publicity and creating a disturbance, organize a picket line outside the school with banners and slogans."

Teachers used demonstrations and strike tactics all the time to improve their conditions and parents should use their model, Mr Andrews says.

Organizers for the teachers' union

in the Hunter District, North of Sydney, believe that some of this advice has already been used in at least two recent cases.

A senior organizer, Mr Adrian Lewis, said that while some of the information in the manual was valuable for parents, its approach could reverse the course of teacher-parent relationship. Other union officials are afraid that some of the advice could be used by extreme groups, particularly moral majority-style groups and fundamentalist organizations, against individual teachers who are considered to be "deviant" in their teaching or in their persons' lives.

The education department (which is described in the manual as an "unmovable mountain") is also concerned that undue pressure may be put on individual principals by parents' groups with a "score to settle" against particular teachers.

For their part, the parent and community groups believe the manual to be an invaluable tool, and, according to them, it is selling rapidly.

Luis Garcia

HE paradox for
the radical Tories

by Philip Venning

Radical Conservative ministers in Britain have still to face the paradox that their desire to regenerate the economy is often at odds with their support for traditional university values. Said Mr Stuart Macture, editor of *The TES*, in Adelaide today.

Addressing a conference of the Australian Institute of Tertiary Education Administrators, he said that radical right-wing ideologues in Britain tended to be passionate defenders of the status quo in most matters of university policy.

"Yet the traditional values of modern English higher education are by no means market-orientated: they are profoundly hostile to industry and only slightly less so to commerce."

So far no British government had really come to terms with reconstructing the economy, but if that happened — either on right-wing radical or socialist lines — it would cut deep into the traditional attitudes and prejudices of the universities and, indirectly, the schools.

This might mean much more direct intervention by the government in the way it allocated money towards courses thought to have economic relevance and away from those that had little commercial value.

The University Grants Committee had already steered funds towards "excellence", but this usually reinforced rather than changed the present characteristics of the university tradition.

The arguments against manpower planning had held sway until now, in spite of the recurring desire by both government and industry to give more direction to the large sums spent on university polytechnic and college departments.

But this may be changing: the direct intervention of the government

in funding courses and students in information technology could be seen as a sign that a government, which certainly does not believe in government-imposed industrial plans, is quite capable of acting directly on the finance, both of colleges and of students, to promote new, sunrise industries.

Such specific actions were likely to be less common than more general changes in finance, taxation and regulations aimed at giving industry and commerce greater influence in higher education.

The future of the economy had already had an important effect on Britain's school and further education system, particularly in the creation of the Youth Training Scheme. This was to be a permanent change and not simply a temporary response to youth unemployment. It had effectively raised the education/training leaving age to 17, and it was probable that within a few years it would become 18.

The trend in schools was towards a more vocational secondary education. "What everyone who leaves at 16 can look forward to two years of YTS, this more explicitly aimed at technical qualifications at the technician level, and there will be a greater tendency to equate the YTS with the bottom 40 per cent of the ability range."

The parallel development of YTS with the full-time school and further education system was an artificial divide which would at some time need to be abolished.

"The big stumbling block is obviously the £25 a week, which is being paid to 16-year-olds in YTS, but not to 16-year-olds in school or college, but this anomaly cannot be maintained."

Dr Peter Congdon is the director of Gifted Children's Information.

LETTERS

Global ignorance

Sir - Can Mr David Airey (TES, August 19) produce evidence beyond personal anecdote for his assertions about lack of knowledge in students who have studied geography? Most of us enjoy quoting the individual howlers we receive, but there ought at least to be some sympathy for the student who confuses the Trossachs with the Cossacks rather than ridicule.

Most of the evidence to which I have access suggests that present-day students are no less informationally equipped than their predecessors. And the archetypal traveller who suggests that "Torremelinos is very close to Luton" has an understanding of distance that is sophisticated beyond atlases, rather than deficient in the reading of time.

It is certainly true that present-day geography has ambitious and wide-ranging goals for learning; we do not want to produce a generation of narrowly-linguistic racists or environmental vandals and many syllabuses therefore reflect a concern for skills, empathy and values as much as for information. But unlike Mr Airey, I do not think geography "in primary schools" has rejected global perspectives. Incidentally, the impact of tourism is a major growth area of study in many geography syllabuses and a recently produced Geography for the Young School Leaver unit is some evidence of the fact.)

Mr Airey is right to suggest there is a corpus of general information about the world which a student should expect to have acquired by the time he or she leaves the school; the Geographical Association is just instituting a nationwide quiz competition called "Worldwise" to emphasize that dimension of the subject and underline the "usefulness" of geography to the wider community.

But it is at the level of a quiz competition that such information belongs. It may be helpful to encourage the learning of much terrestrial trivia-a-brae in odd moments at the end of lessons, in wet lunchtimes, and even in detention periods; but to place it as the major intellectual thrust of a geography curriculum would be misguided.

REX WALFORD
President
Geographical Association
245 Fulwood Road
Sheffield

Creating interest

Sir - The Association of Teachers in Tourism complains that "information on national capitals, frontiers, ports, rivers and mountain ranges is often woefully lacking." This is not the case to my atlas. What intrinsic value is there in "teaching" pupils (that is getting them to commit to memory) facts about these things without which, presumably, it is impossible to decide on a holiday? The principal task of teachers of any subject are to convey an enthusiasm for it and to impart the wherewithal of study.

NORMAN LAW
Waingel's Copse School
Woodley, Berks

Smoke signals

Sir - The news that over the past year the number of people in Britain who smoke has been reduced by a quarter and consumption by a fifth should give encouragement to teaching staff who have endeavoured to include health education in their curriculum.

I believe that if a sponsored campaign throughout the schools in the country to design an anti-smoking postage stamp could be organized it will assist in the schools' work in the development of an informed public.

Lermontov minor?

Sir - Neil Philip's brief review of Nabokov's *Lectures on Russian Literature* (August 12) casually dismisses Lermontov as a "minor writer". I cannot be the only reader to be awed by Mr Philip's critical fastidiousness, and I long to know what his criteria for

How to play out an end-game on video porn

Sir - Pat and Ken Reid's proposals ("Porn in a wider game", TES, August 19) for restricting the access of children to pornographic videotapes attack the problem at far too late a stage in the process of production and consumption, and at the point at which the force of law would be least effective.

Those parents (and there are evidently many) who are complacent about their children's viewing, or even condone the watching of video films depicting physical and sexual violence, are unlikely to be deterred from allowing their children access to such material by the necessity of signing a legal guarantee against doing so, as branches of such guarantees would be very difficult to detect and prosecute in practice.

The mere suggestion that local authority officers be empowered to inspect the homes of videotape borrowers would provoke such a public outcry against the apparent invasion of personal liberties involved, as to make it politically impossible for any government to proceed with the necessary legislation. Moreover, it is quite unrealistic to hope that the present administration would put any law on the statute book that entailed the creation of new public service posts on the scale that would be required.

The real need, surely, is to ensure that videotapes exploiting violence,

sex or horror as subject-matter simply cease to be produced. This could be achieved within existing machinery by prohibiting the manufacture and sale, in videotape form, of any films other than those granted a U certificate by the existing licensing authorities, and by creating a legal requirement that all original material produced especially for the video market be submitted to, and approved by, these authorities before reproduction for commercial sale is permitted.

A further statutory requirement that all video shops and mail order outlets be subject to licensing and periodic renewal of licensing, as is the case for public houses, betting shops and casinos, would increase the safeguards against evasion of content-licensing laws by video piracy.

It has been traditional in this country for problems that arise at the points where taste, commerce and morality intersect to be solved by a mixture of statutory regulation and resultant self-regulation. The legislative framework I have suggested would, I think achieve the same end, and would bring a necessary, if sadly belated, element of social control to bear on the situation of moral anarchy which at present prevails in the video industry.

A. WYN HOBSON
67 Stryd Fawr
Bethesda
Gwynedd

Community careers

Sir - Please do not think me unappreciative of Ian Bradley's article on some of the very early Community Service Volunteers (TES, August 19). But I question the concluding implications: that it was only on a few, or on those already drawn to a career in the social services, that exposure to human needs made much of an impact.

Many police cadets remained in touch with their projects for years, remembering with birthday cards the children whom they had cared for, visiting the institutions where they had served, at great distances from their own homes, and eventually bringing with them their own children.

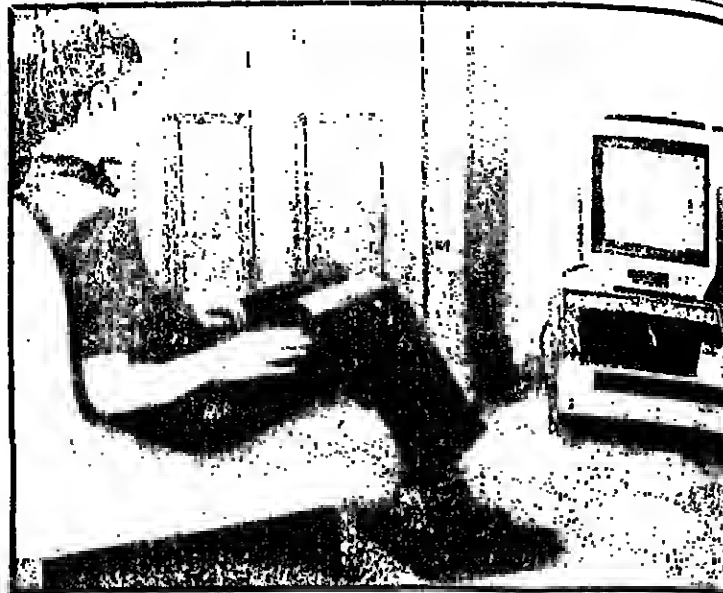
More poignantly, many youngsters in trouble who had been looked after by cadet volunteers when in remand homes kept up a correspondence with them from the approved schools as being perhaps the only friends they felt they had. It was often hard to restrain volunteers who had left school with outstanding A levels in science from switching to the humanities at university and likewise cadets from seeking to leave their forces in order to try for the social services.

Participation in part-time voluntary work is not the only criterion by which



Part-time voluntary work... just one way of catering for those in need.

to judge the consequence of having engaged to full-time service. It has been reflected in their professional lives, for example, by readiness as a lawyer to take interest in clients



Habit-forming

Sir - Having recently completed some small research into the video viewing habits of young children, I would agree with much that Pat and Ken Reid write in "Porn in a wider game". I used a questionnaire with more than 250 children aged between 9 and 13 years. It soon became apparent that there is much viewing at the homes of "friends" and often of videos which have been forbidden. Children admitted to viewing forbidden videos when their parents were absent or at night when the rest of the family were asleep. There is little evidence that parents keep adult videos locked away and it is all too obvious that there is virtually no regulation by many parents of what their children view - but has this not also been found to be the case with television?

As for a "major dereliction" of parental responsibility there is little

doubt that such parents in fact either do not "know better" or do not care, and no British law has as yet effectively directed the way a family should behave in its own home.

Teachers have been lamenting for some time the apparent differences between the moral standards expected of them and those exercised by many parents, and through them, their children. In the case of video films it is clear that children are viewing unsensored versions of films which it would be illegal to admit them to see in a public cinema. Of the 261 films specifically mentioned by the children in my researches, only 28 are designated as "suitable for viewing by children".

DAVID J HARTSHORN
Nonsuch Cottage
Bunkers Hill
Hadley
near Daventry
Northants

In accord...

Sir - Your August 12 issue contained an article on a government sponsored research project which showed that "single-sex schools make no significant difference to girls' examination results".

My own research, examining with this topic over many years, came to a similar conclusion. The evidence affords no grounds whatsoever by anyone to state - as done so often - that single-sex education for girls produces, because it is single-sex, higher attainment than co-educational schooling.

R. R. DALE
(formerly Reader in Education
(University of Wales)
40 Regent Road
Skipton
North Yorkshire

Cooperation

Sir - Our agency is conducting an inquiry into young people and employment. We are seeking to discover what past, present and future work is being undertaken by and by whom, to enable young people in the age-range 16-25 to develop as cooperators, as individuals and as groups.

Any information, views and ideas on this matter would be greatly appreciated. We will reciprocate by making available the fruits of our collective labour.

DAVID SMITH
Gwent Common Ownership
Association Ltd
78 Bridge Street
Newport
Gwent NP2 4AQ

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Tyranny of grades

HELEN BATCHELOR

A level results have been released and I am just one of the thousands of students who were entered. Unfortunately, with the large amount of successes there are just as many failures; this is inevitable and necessary to determine who is capable of entering certain fields of higher education.

But, is the present system the best way of sorting out people? Do exam results represent the amount of hard work and achievement done in two years? The grades awarded at A level seem to depend on a great deal on luck. I feel cheated because I did not get the grades I feel I deserved. My aim in writing is to make people understand

how I feel and how others in the same predicament feel. I started my revision in the Easter holidays allowing myself only a couple of days off working. I read, wrote essays and notes. I wanted my A levels so much that I actually enjoyed my revision; I can still recall the energy I had for work. I continued revising up to the examinations and I probably worked harder than some people. I revised as much as I could because I knew I could do well and other people had faith in me which I had never had before. It felt so good to have that faith but I was mistaken. I thought people saw me as clever and not just hardworking.

I did not fail because I did not work hard enough and it was not because I was revising the wrong way. I used the same method of revising for my mocks. It could not have been the pressure because I had always coped well before; after all, I gained ten O levels. I did not fail because I believed I could do better than was possible for my intelligence. My class essays were

not perfect but they had gained consistently good grades. My teachers did not mark my essays high either, since my friends were of the same standard in class and they did so much better in the exams. Perhaps, you can understand my bewilderment and shock.

The night before opening the envelope to see the horrid grades was restless and excited. I remember tearing at the envelope, seeing the grades and feeling my heart collapse and my spirit die. I almost gasped in horror. I was so shocked and my whole world shattered. I had to pinch myself to believe I was awake. I could not distinguish between what was real and what a dream. I wanted it to be a nightmare. I could not believe the world could be so harsh: I was undisciplined and my feelings were numb. I felt sick and scared. I had thrown away the opportunity of a university and probably a polytechnic. I was shivering and sweating. I felt claustrophobic and then I wanted a refuge; a dark corner to hide in. I was ashamed, angry and

confused. I wanted to blame someone or something but I could not. I lost my enthusiasm, my energy to work harder and my faith in this world of being fair. My examination results showed me the world in a true light of being cruel and unjust. My parents were unhappy. I think, but then I was so caught up in my own grief. I am not exaggerating when I explain how wretched and empty I felt. It was no joke; no little incident: I was crushed because I lost belief in this world being good.

Of course, a friend rang me to see how I had done. That made everything worse because I was scared of being humiliated. I wanted to hide until I could find enough energy to fight again and win.

It is so much harder to get to the top without good grades, it is so much more difficult to rise once you have fallen and to prove yourself to others that you are better than your examination results show.

The reason I feel cheated is that I have been told I have a lot of energy for hard work and I do show interest

and enthusiasm to learn more. But my hard work means nothing if I cannot pass some wretched exams. If you care about your work you do not get extra marks and if your studies improved you as a person it does not help you if you fail your exams. But, in my opinion, education does not mean a list of grades. Education is supposed to develop your character and widen your outlook so you will not be so self-centred; so black and white in your views. Education is supposed to make you more tolerant, to enable you to be more understanding. No one can make me believe that a piece of paper is more important than improving the mind. I have gained more than a piece of paper. I can use my knowledge to understand myself and others. I am mature and I care about the world but I cannot prove I know anything with my grades. In the end, grades are the only thing that matter.

Helen Batchelor took English Literature, History and French A levels at Queen Elizabeth School, Credenhill, Devon.

Learn or burn

A J CLARK

The National Fire Protection Association in the United States has created and extensively tested a comprehensive package known as the "Learn not to burn curriculum". Here in Britain the Home Office has initiated projects in conjunction with relevant bodies (Schools, Council, Fire Prevention Service) - one example being "Project Fire 8-11", a teaching pack having much in common with the American NFPA material. This has been widely distributed in schools since 1977 and used by teachers in a variety of ways, sometimes with the involvement of the fire brigade.

The results appear to have been very varied and there is little evidence of systematic and coordinated integration of this material into the curriculum, according to the Home Office internal report, *Project Fire 8-11 Study*.

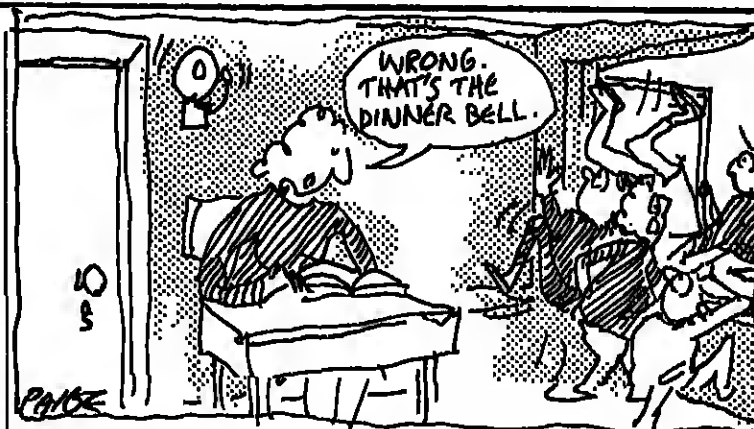
To assess the state of fire-awareness among our children, I distributed questionnaires in five schools, selected to give varied backgrounds, and analysed the response of 2,671 pupils aged 11 to 16.

"In the night you awake to a strong smell of burning, and you can hear it crackling and popping. When you turn on the light, you can see thick, black smoke oozing around the edges of the bedroom door."

"Should you:

- a) Go and arouse the other people in the house?
- b) Try to escape out of the window?"

About two thirds of the children would have opened the door on to the fire and probably died as a conse-



quence. "You are in the middle of a large department store when an outbreak of fire occurs. The whole place begins to fill with billowing clouds of smoke so that, suddenly, you cannot see anything."

Get down on the floor and try to crawl to the exit?
Put a scarf or handkerchief over your face and try to feel your way to safety, perhaps along the wall?"

Almost exactly half of the children would have got it wrong and choked into their scarves or handkerchiefs.

On the correct action to be taken clothes catching alight, a chip-pan fire and immediate treatment for a burn injury, the correct response level in each case was about four fifths - encouraging, but still leaving room for improvement. Many children, it seems, have seen stuntmen on television rolling to extinguish their clothes. The third section looked at the general fire-safety scene in the home. In four fifths of homes the doors are closed at night and electrical appliances switched off and unplugged (or, at least, that is what they think happens). Matches are stored safely away from young children in a majority of cases and very few homes have

mirrors above open fireplaces. In 17.6 per cent of the sample, though, at least one person smokes in bed, which according to the Home Office pamphlet, *Danger from Fire*, is a major cause of fires in the home.

The last section asked whether the children could recall having been given any fire education and, overall, about four fifths could not. However, responses were age-dependent - younger pupils remembering teaching from their junior-school days. Only 6.6 per cent had received specific training by voluntary bodies such as Scouts or Guides, and the fire-prevention service. This group performed significantly better than the rest.

The survey showed, then, that some fire-related topics are already quite well catered for and these are the ones which impinge on existing subject areas (home economics and science) but that there are serious omissions, especially related to survival in fire. The markedly better understanding of the dangers which was demonstrated by those children who had received specific training raises the question - why not all children?

There has been more and more relief from positive confrontation, a move away from the workaday life of the school, and increasingly heads have become mere administrators. Heads should be seen to be the leaders of order and discipline. Let the day return when almost all heads fronted their schools daily in morning assembly. Let them get back into the classroom to experience the front line with all age groups. Let them give their staff clear and concrete advice on how to cope with unruly and violent pupils and unmotivated individuals. Above all, let them lose their mad desire to extend the school day by trying to satisfy the hundred and one ridiculous whims which all their free time has allowed them to dream up.

There is little wonder that there is so much disorder and indiscipline when it is so often remarked about heads: "They just don't want to know". The hierarchies in some of our biggest schools, and many not so big too, create great blocks of administrators rather like lots of heads. This is a recipe for unrest if ever there was one. Heads need to step right back into the centre of their schools and become involved in understanding the very real human problems of day to day life

of the lecturers themselves (more than one not especially forthcoming student was observed deep in conversation of coffee with a distinguished academic) but from contact with other schools. All-in-all a working atmosphere, at once friendly and serious, prevailed, and we felt all parties received a fresh stimulus at the end of a long academic year.

What will the result be in practical terms? We do not expect the Oxbridge admission figures from West Suffolk schools to leap dramatically, nor a substantially increased number of grade 'A's at A level. If some of the prejudices which have traditionally existed against state school pupils have been broken down, so much the better, though none of our visitors expressed any whatsoever.

Perhaps some of our students have begun to see Oxbridge entrance as a realistic aspiration and have become more motivated to attempt it. More importantly, some of the air of mystery surrounding Cambridge and what goes on there has been blown away. Students' conceptions of the university have been significantly altered, and school and university staff have discovered much common ground.

Robin Gaff is head of sixth form, at Castle Manor School, Haverhill.

Holding heads high

COLIN ELLA

In recent years calls have often been made for headmasters of headmistresses to update their expertise, and to explore further the intricacies of their trade. Whatever such courses put on their menus, an absolute must should be the study of human relationships.

Many heads clearly lack any understanding of their staffs and seem obsessed with unrealistic ideas about extra-curricular activities. Teachers can often pressurized into accepting workloads almost guaranteed to wear them out. Apart from the very obvious unprofessionalism and injustice of this, it is counter-productive in that the resulting sickness and stress caused by this unnecessary overwork seriously affects the real business of educating.

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in the classroom. It is surely their job to ensure that good order, good manners and good discipline prevail. This cannot be done by rearing the newspaper in the office while another very overworked and tired teacher does the head's job in morning assembly. There are countless situations where heads need to demonstrate sympathy and understanding towards their colleagues.

In timetableing the square pegs put in round holes and the physical and mental workloads imposed are too often given scant regard. It is not uncommon for newly appointed teachers to be given full timetables with the most difficult classes, and in no time at all they become nervous wrecks.

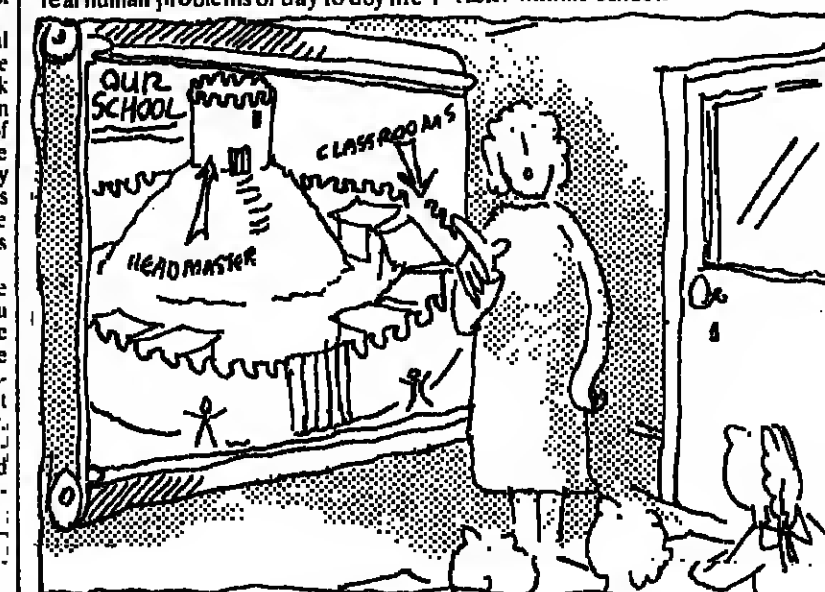
In many cases heads have delegated time tabling to their deputies or even second or third deputies, usually because they cannot make out the programme themselves or they use the excuse that people need the experience. The result is that even less is done to assess the skills and talents of staffs and the head is completely unaware that very unjustifiable workloads have been given or that there is blatant discrimination and victimization.

In small schools there is no earthly reason why the head should not remain very much a class teacher. If they do not undertake teaching then they will often be looking for something to do, or dreaming up some idea for someone else to do. But the trend in our smaller schools is unfortunate, for many heads seem to opt out of serious commitment and refuse to take classes even when staff is sick.

The large and unwieldy administration and pastoral blocks should be dismantled. Many excellent subject teachers are wasted in the pastoral wilderness and the unnecessary year-tutor system has already nosed down into middle and primary schools.

There needs to be a swing back towards the headman who should establish clear cut and precise patterns of order and respect. Into this fit the complementary needs of the child, and then we may see a far greater degree of satisfaction and commitment, and a good deal less stress in the teaching profession.

Colin Ella teaches English in a Doncaster middle school.



FEATURES

When east is west

Raymond Honeyford recalls a week of contacts with Asian parents in a middle school

[illegible]

BOOKS

What is he trying to say?

Understanding Education. By Walter Feinberg.
Cambridge University Press £18.50.
0 521 24864 7.

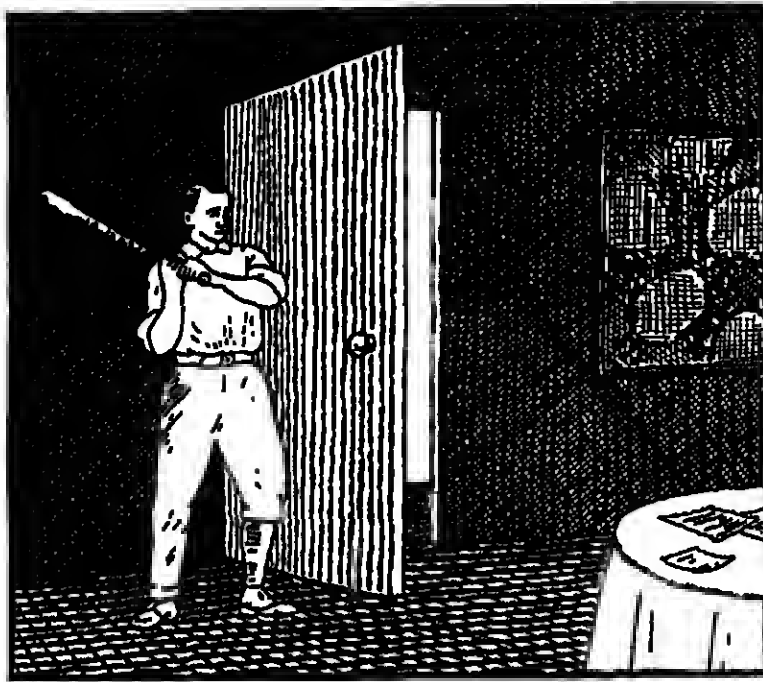
This is a puzzling book in several ways. Walter Feinberg is Professor of the Philosophy of Education and Educational Policy Studies at the University of Illinois, and is clearly committed to the view that philosophers (including those whose field is philosophy of education) should not be content with 'conceptual analysis', but should get involved in the issues of the 'real world'. Feinberg thus begins his book with the well-known quotation from Marx's Thesis on Feuerbach: "philosophers have only interpreted the world... the point, however, is to change it". Feinberg illustrates this point of view by submitting a number of educational issues to close philosophical scrutiny. He tackles such topics as the IQ debate, behaviourism in education, medical education and a number of others in a very interesting way, though perhaps not always with the degree of originality that appears to be claimed.

The book, however, sets out to be much more than a set of critical essays: the sub-title is "Towards a Reconstruction of Educational Inquiry", and it purports to provide the basis for a new way of theorising about education. This is, as J S Solis remarks in the Foreword, a "bold attempt", but to what extent it is a successful attempt? Part of the problem is that the book has been put together out of other published material - of the twelve chapters, eight had appeared in part else-

where as "earlier versions". This would not matter if the book was being marketed as a collection of essays, but much more is claimed in the blurb and by Feinberg himself.

The quality of some individual chapters is high. The one on "the empirical tradition and its limits for understanding education" which deals with the IQ debate, is very powerful. Feinberg attacks IQ research as an example of the "empirical tradition" and makes a number of excellent and telling points. First, he uses IQ as one example of the "inadequacy of the philosophers' distinction between empirical questions and conceptual or substantive issues. It is not enough, Feinberg argues, to put issues into two simple categories - some apparently empirical issues such as IQ testing beg all sorts of conceptual questions. Feinberg also criticizes the work of such psychologists as Jensen for failing to distinguish clearly between "level one" associative ability" and "level two" conceptual ability". He also shows how silly many test items are (but that had been done before). Moreover, Feinberg criticizes those who have attacked testing for allowing the debate to take place within the traditional empirical arena, when there were so many assumptions made which should not have been taken for granted.

One lingering doubt about this chapter was whether Feinberg was sufficiently familiar with all the English work on IQ testing; no mention is made, for example, of Brian Simon who went at least part of the way in challenging not just the appropriateness of the tests, but the whole set of values on which they



"... The pupils who failed to respond to the new teaching methods were sent up to Mr Thompson's study. Mr Thompson was a skilled exponent of the art of persuading miscreants to see the error of their ways..." Schnolders remembered in Glen Baxter - His Life: The Years of Struggle published next week by Thames and Hudson (£6.50).

rest. Feinberg is surely right, however, in hammering home the question about the testers' assumption that speed is all important. Is there really any relation between speed of response and conceptual limits? I sometimes think of this strange assumption as being similar to the "Mastermind fallacy" - that quickness of recall is the key criterion in judging mental excellence. How would some of our most creative historians fare in a 'speed of response' competition? I wonder? In my own institute, we have a lecturer (temporary part-time) who "won Mastermind" a few years ago. "If she is Mastermind, why hasn't she been made a professor?" a naive outsider asked. Faced with such an inappropriate question I could only reply "she is not tall enough". But IQ tests with all their known short-

comings, are still taken seriously as Feinberg points out. Why? Part of the answer is linked to another target - behaviourism applied to education.

Once again, I would agree with almost everything that Feinberg says about behaviourism and the behavioural objectives model in education. I am not sure that there is anything very new here, but the inappropriateness of a behaviourist view of human nature as applied to education is illustrated very lucidly. This is a good essay, and there are several more, but as I mentioned before, the book is not just a collection of essays: it is presented as a reconstruction of educational inquiry. Feinberg's way of stringing the essays together and producing his reconstruction is to use a "re-

production" thesis. This is where my real doubts begin. I am doubtful for two main reasons. First, I am not sure that Feinberg is sufficiently critical of reproduction theory. Second, I am not convinced that even a refined version of the theory can serve as the basis for a total shift in the direction of educational inquiry.

Feinberg is certainly aware of some of the critical responses that have been made to Bowles and Gintis and others, but whereas he is extremely rough on those educationists who accept the status quo with all its assumptions, he appears to be willing to accept the reproduction model with its assumptions and treat it with less scepticism. "Reproduction" is, after all, a metaphor - and one which it seems to me may be dangerously misleading if taken too literally. What is not clear in reproduction theory - even in its refined state - is what "reproduction" really means. It is clearly the case that wherever a formal system of education exists, one of its functions will be seen as cultural continuity, but that is a far cry from suggesting that schools enable any society to reproduce itself exactly.

In England, one of the most frequent complaints about school is that they fail to service the labour market. Perhaps Feinberg has not yet taken the process of refinement far enough. At the moment in the United Kingdom and the United States, there does seem to be too much emphasis on vocational aspects of education and too little attention paid to other aspects of culture; I was left wondering whether Feinberg was really trying to say that his final chapter ends with three necessary conditions for education, implying that there are certain kinds of social change which must precede educational change; unfortunately, the implication is not worked out.

As a set of essays the book is worth reading, but as a reconstruction of educational inquiry it falls short of the mark.

Denis Lawton

In translation

Agenda: Chinese Poetry Special Issue.
Agenda, 5 Cranbourne Court, Albert Bridge Road, London SW11 4LQ.
Modern Poetry in Translation: 1983.
Edited by Daniel Weissbort.
Carcanet £6.95, 0 85635 481 3.
The Garden of Theophrastus and other poems. By Peter Huchel.
Translated by Michael Hamburger.
Carcanet £5.95, 0 85635 418 X.
Theorems. By Jean de La Ceppède.
Translated by Keith Bosley.
Carcanet £7.95, 0 85635 450 3.
The Tale of Aqhat. Translated by Francis Landy.
Ménard Press £2.70, 0 903400 62 0.

The poetry magazine *Agenda* - a forum, among other things, for work relating to Ezra Pound - sent transcriptions and liberal translations of four classical Chinese poems to a number of poets asking for English versions. The results, with contributions from Anne Beresford, Peter Dale, David Gascoyne, Peter Levi and Jon Silkin among others, form the opening section of the magazine's lively Chinese Poetry Special Issue. It's just a parlor game, of course, but the results are interesting, and indicative of the exploratory temper of contemporary translation.

The sixties and seventies: Ted Hughes notes in his introduction to the book-format *Modern Poetry in Translation: 1983* saw a "unique tidal wave of poetry translation". The steady excitement of those days led Hughes and Daniel Weissbort to found *Modern Poetry in Translation* as a "deliberately disposable" forum

for new work; today's atmosphere of sober retrenchment is reflected in the current issue's bulky solidity. But not in its contents, which offer a section of prose poetry, another of folk poetry, including some compelling Eskimo narratives translated by Tom Lowenstein, plus further verse translation, detailed discussions of the act of translation, reviews and, with marvellous strangeness, Old English versions of poems by Pound and William Carlos Williams.

If the doggedly parochial English are now ready to respond to the challenge of this remarkably rich issue of *Modern Poetry in Translation*, Michael Hamburger must share some of the credit. Hughes identifies him as "one of the most gifted and productive" of translators: his dual language edition of Peter Huchel's *The Garden of Theophrastus* and other poems typifies his high standard of workmanship. Huchel is, Hamburger argues, an important witness to twentieth-century European experience; he is also, in this translation, spare, tough, charged with feeling.

Keith Bosley's muscular translations of 70 sonnets from La Ceppède's *Theorems* are also published opposite the original text; they should attract deserved attention to this baroque French contemporary and counterpart of Donne, whose passionate, highly wrought religious meditations still speak directly to us. *The Tale of Aqhat*, a fragmentary Ugaritic epic, is a more distant prospect; Francis Landy has done a splendid job in bringing it within our grasp, in supple verse.

Nell Phillips

The new edition of *The Times Guide to the House of Commons* contains not only biographies of the 1983 class of MPs and unsuccessful candidates but also a snappy account of the election campaign by Julian Huxford, political editor of *The Times*, a survey of the voting by psephologists David Butler and Robert Waller, and the text of the manifesto. Most intriguing of all are the MPs' photographs, with the usual mixture of smiling minnows and idols and people from whom used to be bought. This year's beauty prizes go David Owen and Anna McCurley (new Tory MP for Renfrew West and Inverclyde). Sir Keith Joseph just looks mildly annoyed but that could possibly be because of the usual crop of errors. (Times Books £15.00.) Biddy Farnham

For nearly 700 years, the then-modest attitude of townspeople, dose and students has contributed to the nation of Britain's universities. Richard Parker's *Town and Gown* (Penguin, £7.95) concentrates on Cambridge, its traditional November riots, and its precursors, gowned students who rounded up drunks and women. If it all seems a long time ago, the gaps haven't narrowed that much and the sense of moral superiority, sadly, still remains.

Brian Morton

Among this week's contributors:

Geoffrey Finlayson is Senior Lecturer in Modern History at Glasgow University. Professor Denis Lawton is the author of a recent book on the history of the University of London. Jacques Megaw is the author of *Computer World in the Future* series published by Piper Books.

BOOKS

Moderates under pressure

The Younger Pitt. The Reluctant Transition. By John Ehrman.
Constable £20.00, 09 464930 8.
Lord Aberdeen. A Political Biography. By Muriel E Chamberlain.
Longman £25.00, 0 582 50462 7.

In the Victorian period, any biography worth its salt ran to three volumes at least. Nowadays, publishers shy away from such enterprises on the grounds of cost and, no doubt, because less leisurely readers require a more economical statement of the biographer's findings. Constable, one of the rare exceptions, have produced the second volume of John Ehrman's life of the Younger Pitt. Sub-titled "The Reluctant Transition", this covers the years 1789 to 1796. Even by Victorian standards, this is a work on massive scale and the standard of publication matches its grandeur. It is a most handsomely produced book which is a pleasure to read and, at £20, not excessively priced. Full marks.

Full marks also to Mr Ehrman? It would be a carping critic who concluded otherwise. It is true that the pace is leisurely and that Pitt himself is sometimes almost completely obscured by Mr Ehrman's very detailed consideration of the background. But this entirely definitive work is based on the most meticulous scholarship. Mr Ehrman is fully on top of his sources and subject, both at the level of descriptive narrative and of interpretation.

"The Reluctant Transition" is indeed an apt sub-title. For Pitt, when faced with the threat of France abroad and radicalism at home, moved slowly to a policy of aggression and repression. At first, like many of his contemporaries, he welcomed the outbreak of the French Revolution as likely to destroy France's potential ability to make trouble in Europe. Until 1792 his position was one of rather vague optimism; and even when his attitude hardened he was still hopeful of an early victory and his actions often lacked decisiveness and persistence.

This was also true of Pitt's attitude to domestic disturbances. There was no sudden break in 1792: "keen reformer" before that date, "harsh reactionary" thereafter. It was much more blurred than that. Even when he was drawn to an ever more defensive position, this was often behind, rather than in advance of, the hardening attitudes of the propertied classes - and, indeed, those of the patriotic "people". If one calls Pitt the first "Conservative" - even if he himself would not have done so - he was, like most successive leaders of that party, driven by circumstances much more than ideology.

Muriel Chamberlain's "political" biography of the Fourth Earl of Aberdeen is contained within a single, if substantial, volume. This is an excellent biography, scholarly, professional and readable. Its subject has often, in his private and even more, in his public life, been portrayed unsympathetically. In 1835, Gladstone noted that Aberdeen was, by reputation, a man of "high character" but also one of "cold manners and close and even haughty reserve". But after only three minutes of an interview with Aberdeen, Gladstone realized that if the reputation was chilling, the reality was different. All Gladstone's initial apprehensions "melted away like snow in the sun". He was conscious not only of Aberdeen's dignity but, also of his "peculiar purity and gentleness and even friendliness"; and he was amazed that Aberdeen was so misunderstood in the public world.

Muriel Chamberlain brings out the positive side of Aberdeen's personality extremely well. His fairness, his tolerance, and his efforts to improve the lot of his tenants in his somewhat intractable and inaccessible estates - are sensitively analysed. Dr Chamberlain also deals well with his scholarly attributes, for Aberdeen was a classical scholar of no mean standing.

Here, however, was the root of the problem for the promotion of the public face. For, as the author

argues, Aberdeen was too detached, un-partisan and scholarly to make a good impression in public - or even to be very interested in trying to do so. This was especially damaging in a man whose interests lay almost entirely in foreign affairs: "the only official life for which I have any taste" was his own comment. Conduct of foreign affairs demanded a certain flair and flamboyance; attributes present in abundance in Palmerston - whom Aberdeen deeply distrusted - but quite lacking in Aberdeen himself. The impression of secrecy and ineffectiveness gained strength when added to Aberdeen's seeming affinity, as Foreign Secretary, with reactionary powers abroad and to the pacific inclinations which he displayed as Prime Minister in the 1850s - and which, by the public and politicians, were held to be responsible for the disasters of the Crimean War.

Dr Chamberlain does much to restore Aberdeen's reputation in her close analysis of his conduct of foreign policy, so ravaged by a hostile press, historical as well as contemporary. She also argues convincingly that the qualities which militated against a true appreciation of Aberdeen's foreign policy would have served him well in domestic affairs, in which he professed little interest. His open-mindedness and cross-bench approach contributed greatly to the construction of the Coalition of Peelites and Whig-Radicals which he led in 1852 - and to the programme of moderate reform on which the Ministry embarked before it was blown off course by the Crimean War.

Here, indeed, there are connecting threads between these two admirable biographies. In his pro-activity for moderate and measured reform, Aberdeen was in the tradition of Pitt, who was, in fact, his early mentor. But, if the war of the 1790s effected a "reluctant transition" in Pitt, that of the 1850s brought about the virtual destruction of Aberdeen and - until now his reputation.

Geoffrey Finlayson

Vital armour

Sir - It is easy to miss a subtle point when reviewing a 500 page book (*Vital*, August 5) and John Laski must therefore be forgiven for not spotting the introduction of recursion in my book, *Pascal for the Apple*, two pages before the section (5.4) which, he points out, the reader is allowed to omit.

I agree with him that recursion is a vital part of the programmer's armour, but nowhere do I say it is "difficult". These are precisely the reasons why I give five quite different examples of recursion (none of which is to be skipped) before introducing the far more problematical assignment statement on page 172.

I R MacCALLUM
Department of Computer Science
University of Essex
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On the platform

To the Finland Station: A Study in the Writing and Acting of History. By Edmund Wilson.
Penguin £5.95, 0 333 35143 6.

In the late 1930s, Edmund Wilson published a short closet-drama in the radical magazine *Partisan Review*. "Karl Marx", included in the re-statement of Wilson's classic study of the Communist movement, reveals the dialectic to be a shiny revolver to be turned at will on "class enemies" and "deviations". The piece ends with the grim stage direction: "Marx takes off his beard and reveals the smiling face of Comrade STALIN".

If costume drama seems a strange medium for political critique, "Karl Marx" was perfectly consistent with the rest of Wilson's study. To the *Finland Station* was not by any means a coherent or comprehensive account of its subject, but it was a means of Wilson and his fellow-travelling contemporaries and of the dialectic to be a shiny revolver to be turned at will on "class enemies" and "deviations". The piece ends with the grim stage direction: "Marx takes off his beard and reveals the smiling face of Comrade STALIN".

"Posturing" shouldn't be seen as too derogatory a description. Revolution, as Carlyle saw, is a matter of style and bears more resemblance to theatre than to academic ideology. Wilson's sub-title completes the dramatic metaphor. If his book now seems naive and simplistic, it conveyed to its first readers something of the drama of ideas and history that they felt in the 1920s and 30s and which we have lost. "Karl Marx" brings us back down with a bump. The masks have to come off and all too often gangsters read for heroes' parts.

Brian Morton

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BOOKS

The information generation

Kids and Computers. By Eugene Galanter. Kingfisher £5.95. 0 86272 0494.
First Steps with Your Spectrum. By Carolyn Hughes. Armada £1.25. 0 000 692249 6.
Atari Pilot for Beginners. By Jim Conlon and Tracy Delman. Prentice-Hall £11.95. 0 8359 0301 X.

The jacket blurb begins with ominous confusion: "Kids and Computers has been specially written for parents, children and teachers". Yes, but which? The sub-title (*The Parents' Microcomputer Handbook*) suggests a different readership, the sub-title (*How to Run and Write your own BASIC Programs*) yet another.

A chapter called "Kids Can Write Programs" is hardly likely to appeal to sophisticated of the information generation. Nor is the program - which prints "HELLO JANE" indefinitely - likely to motivate adult novice programmers. The commentary proclaims:

It is a neat program and one that kids enjoy showing to their friends... Once a child has seen this program run, the child asks whether the screen can be changed...

Any young reader is likely to feel excluded, if not patronized, by such parent-oriented text. The book concludes with an interesting description of methods at the author's own Children's Computer School in New York. It still sounds as if it's written for teachers: "... a word about class length. How long should a class last? When we first started out we thought that young children would become satiated fairly quickly..." After 189 assorted pages, many young readers will be satiated by such language.

Some parents will no doubt be tempted to buy this book because its contents appear comprehensive. But this is deceptive. How effectively can any "How to Buy a Microcomputer" chapter offer advice on specific models when even the computer magazines cannot keep pace with price cuts, models superseded only weeks after they are launched and new standards for peripherals? The only way to avoid obsolescence

in a book published conventionally (as opposed to electronically) would be to stick to the principles that should guide purchase. What is a genuine novice to make of comments like:

Among the modular machines I would consider first the IBM Personal Computer, recognizing that it is a new machine and probably has some bugs in it and that, including peripherals, its final cost is bound to be at the top end of the price range... I would wait until IBM fixes the seriously misplaced shift key before buying this machine. But on the whole, when you buy in this league you really cannot make a bad decision.

One hopes that before parting with several thousand pounds, readers would find a clear-thinking, unbiased and up-to-date source of advice; the evidence is that making a bad decision is surprisingly easy.



and happens all too often. A table on page 25 lists children's average computer performance at various ages. It indicates that children cannot use software before five

and a half to six years, nor use word processing programs before nine. While the author may be right about what happens in his school, it is dangerous nonsense to suggest that such restrictions apply generally. British software publishers are rightly recognizing the importance of software for three to six-year-olds, and simple word processing can certainly be harnessed in teaching reading and writing in the early primary years.

The book is enviously illustrated by diagrams and photographs, though the use of space is sometimes curious. Page 73 is a forbidding and uncaptioned print-out showing how a single byte can store any number from 1 to 256. Unfortunately, it can't. It should be 1 to 255, and the last binary number printed is actually 128 not 256. Small points, perhaps, but why give a full page to the table if it isn't important?

The Glossary has some very unhelpful entries. If you don't know what a pixel is, "The smallest addressable point on the CRT of a microcomputer" is unlikely to tell you, especially as there is no entry for "addressable" and "CRT" just says "See cathode-ray tube" (sic). If you pursue the trail, "cathode ray tube" (types are consistent) is explained as "An output system consisting of a televisionlike screen on which the letters, numbers or graphic output of a computer can be displayed". Fair enough, but wouldn't the pixel explanation have been easier to follow if it just referred to "screen"?

This book contains a fair amount of interesting material, and the author's school sounds enlightened. But this book suffers throughout from the fatal flaw that he has not clearly analysed or identified the needs of his readership.

First Steps with Your Spectrum makes a refreshing contrast. It is aimed at the many children who are embarking on computing with a Sinclair Spectrum. Within 128 well-illustrated pages, this cheap and cheerful book takes them all the way from plugging the machine in to writing and adapting simple programs using colour, minitext and sound.

Jacquetta Megaw

Language matters

Implementing Basics: How Basics Work. By William Payne and Patricia Payne. Reston/Prentice Hall £11.95. 0 8359 3044 0.
Assembly Language Programming for the BBC Micro Computer. By Ian Birnbaum. Macmillan £8.95 0 333 344851.

Translating, compiling as we call it, high-level languages to what hardware or software can interpret, is one of the most involved and complicated jobs one can require a computer to do. Also, a lot of clever people have given us a clear idea of what is involved and, also, a collection of ingenious programming tools to use in compilers. Since every user of a high-level language can recognize what the problems are, books that explain how it is done are valuable. Interesting and accessible to any one who wants to enlarge their range of programming capabilities.

The Paynes' book explains clearly the ideas contained in the Basic compiler they have been involved with. However, since Basic is a very simple language they have only had to learn a few tricks and their book gives the impression that these are all there are, rather than all they know. I wouldn't want the justified severity of that remark to put you off looking at this book since, within its pages some good programming problems, and their solutions are elegantly and clearly set out.

Assembly, a language with one instruction for one machine code command, is interesting because it

leads you to understand how the actual microcomputer works, and there are reasons why you should want to short sections of your program in assembler, notably that what you want the machine to do cannot be expressed in your high-level language or because you want a small section of your program to run as fast as possible.

Any moderately advanced programmer will want to understand assembly code and Birnbaum is a solid reliable introduction to 6502 assembler, which is the microprocessor at the heart of many small micros, not just the BBC. For BBC users it has the added advantage of explaining how to interface the BBC operating system. He introduces the language by showing how one would write equivalents to familiar Basic constructs and succeeds in explaining how and when to use all the 6502 instruction set.

I have some criticisms of this Basic assembler, which makes documenting a program unduly difficult, but that is not Birnbaum's fault and the book would be equally useful with other 6502 assemblers.

A contribution by Donna Turnbull, Maths Link, issued by the National Association for Remedial Education, is a classroom guide to resources. It leads teachers to teaching, suggests topics for a related programme of work, and lists references to those topics in a variety of textbooks.

Children's literature
Cats among analysts

Children's Literature, Volume 11. Edited by Francella Butler. Yale University Press £16.50. 0 300 02991 8. £7.50 02992 6.

Here is another shot across the bows of Critical Respectability from the Good Ship Lollipop. The Children's Literature Association of America are preparing to board with cutlasses like this in their teeth: "... for the phenomenological critic who applies the concepts of phenomenology must overcome the subject-object dichotomy by describing and explaining the image in such a way that the image is constituted only in its intentional relationships with the perceiving subject".

That pallid observation comes from Hamida Bosmajian's essay on - believe it or not - *The Little House on the Prairie*, although, to be honest, it is not entirely typical of the contents of this literary annual. Where Miss Bosmajian's quest after impressive verbiage, others seek impressive insights. A couple of people write about the Bahar books as an extension of the literary-book tradition and as a rebellion for social stability (which has been going before). Two gentlemen claim to find themes of death and rebirth (but to say an Easter Resurrection is *Phocion*, Mr. Eliot's fashionable cats are dried out among the analysts).

All this might just be excusable if you could be made to feel that the writers were enjoying themselves. Over this whole book though there

hangs a cloud of earnest endeavour, words are being clocked up for the sake of advancement or the elusive grant of tenure.

Only towards the end does light break through: a delicious review by Perry Nodelmann of Jack Zipes' leftist study of fairy tales, *Breaking the Magic Spell*, and a reflective note by our own Naomi Lewis on "The Road to Fantasy". This gives, albeit with some (treasonous) error, the background to Miss Lewis's editing of an exhibition catalogue for the National Book League on *Fairy Books for Children*, and shows, as nothing else in *Children's Literature 11*, a mind moving with sensitive understanding through the complexities of a subject.

Brian Alderson

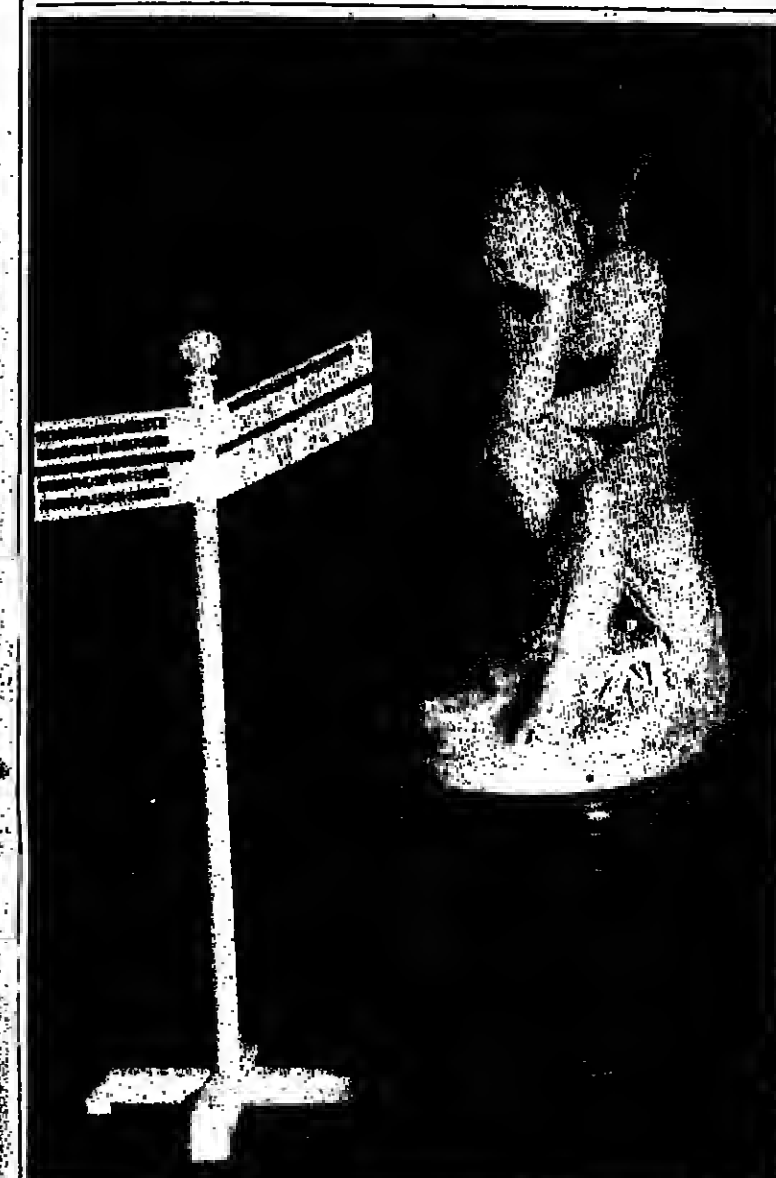
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EXTRA

TRAVEL-PLACES AND PEOPLE



Perplexed angel in the long gallery at Carlsdale Castle, once home of the Dowager Duchess of Sutherland - now a youth hostel.

Highland
mighty

Susan Thomas finds life north of Inverness

"Behold," say the hold white capitals on the granite hillsides. "Behold - Curia is Risen." And hairpinning round the last music-rending, gear-graunching bend, you come face to face with a Crampian landscape of such astonishing splendour that the vandalism seems quite inspired. Rotted gold valley bottoms, black velvet foothills and armine capped peaks - all revealed in a blaze of sunshine. But Scotland is like that: a revelation round every corner.

Not all so dramatic of course, though the Glencoe Pass is at once the most beautiful and possibly the most dangerous place in the world. The constantly changing views and hazy, menacing peaks, white lace falls and scarlet fruited mountain ash defy both description and the combined technologies of Messrs Kodak and Nikon. The beauty is indisputable. The danger, especially in high season, is unavoidable and composed not of bog or sliding shale (though walkers regularly come adrift on the higher bits of

with the legend, "Geoff Capes".

Visitors to the far north would do well to expect the unexpected. For, "contrary to common belief", as a tart Scot informed me, "there is life north of Inverness".

There is, for instance, a whole working craft village at Balmakie (as near to Cape Wrath as makes no difference) where you can spend a happy day and as much as you like among weavers, potters, bookbinders and the like. Further south of Golspie, a search for Ordnance Survey maps disclosed the Orkadian Stone Company, a family firm which will sell you anything from specialist gold panning sieves to basic geological samples to an entire staircase of serpentine or marble or whatever.

Then there is the youth hostel near Bonar Bridge - a full blown, multi-turretted castle in the best Victorian Germano-Scottish tradition and complete with mirrored ballroom, elegant galleries, a flock of marble statues and a ghost.

A few miles down the road, the mighty Loch Shin empties itself through a tree-hung, boulder strewn gully and tourists stand by the hour apparently mesmerized by its beauty. But it is not foam and rainbows which

hold them hut sudden glimpses of the salmo, bodies arced, tails flashing in a desperate bid to climb the falls.

There is, if anything, a surfeit of nature in the far north. The Highlands are etched and shaded with an intricate grid of trout-rich streams feeding the deep water lochs and tiny, illy strewn lochans with bright sapphire water. The empty glens which once supported a nation of hardy Highlanders have become "the last wilderness of Europe", the haunt of red deer and grouse and the refuge of golden eagle, otter, wildcat and pins morten. And between the noisy ship-to-shore bombardments of Faraid Head, visitors can see the puffin warrens and gamet colonies of Cape Wrath or watch the seals surfing on to the golden beaches.

Walkers have ready access to moor and mountain, although when sporting rifles have three-mile trajectories it's wise to be choosy about time and place. Hiking tends to be a slow, well business and good compass skills are essential but it pays to persevere, for the hills are littered with wildlife, standing stones and brochs, and the delights of eating horn samies atop some granite outcrop while sun and clouds practice light changes over a 360 degree panorama should not light-

ly be passed up. Motorists have it easier. Petrol is dear and hard to find but the scenic single track roads, properly used, are quite adequate. Highlanders travel faster than the average Briton however, and to avoid accidents or altercations sightseers do well to pull into the very next passing place and let the locals through.

For local colour it is hard to beat the slow train from Inverness or the rickety post buses. And while backpacks and campervans permit solitary sojourns in the most deserted beauty spots, to taste Highland hospitality at its warmest, you should B and B. The tiny houses are scrubbed ill their boards squeak, the breakfasts large enough to set you up for a week, and like as not you'll be invited to take a dram with the family before you hit the electric blanket.

As for the weather - May/June is recommended by the cognoscenti; the west is twice as wet and twice as beautiful as the east; every hostelry, be it ever so humble, boasts a drying room; and last year the sun shone so long and hard that the rivers ran dry. Take a fortnight, say the localists and you are bound to have one week so good that you will forgive the other.

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EXTRA

Zagoran zigzag

Christopher Portway takes a hike to find 'real' Greece in the Pindus mountains

Epirus is the name of the mountainous province lying between the Ionian Sea and the central Pindus ranges. These mountains, together with their Zagorian villages, offer a visitor insight into the real Greece which Corfu, Rhodes and the other popular Greek destinations, however pleasant, alas, no longer do. Even with its network of narrow, largely unsurfaced roads, avalanche threatened and alarmingly zig-zag, served by a surprisingly efficient local bus service, much of the Pindus remains out of reach except by foot along winding mule and donkey tracks. Ionnina is the capital of Epirus and is situated in the centre of the region. To reach it by road from Ioannina, one of several small Epirus ports on the Ionian coast or even from Athens is no great problem, for the main roads to it are adequate if tortuous. The town, to my mind, is somewhat nondescript, its finest features being the promontory jutting into Lake Pamvotis with the Mosque of Aslan Pasha and the Fetije Mosque rising from the old walls of the citadel and the evergreens at the water's edge.

The island in the lake sustains a small community complete with a number of ancient monasteries worth investigation. I stayed a couple of nights at one of the spottier and privately-owned guest houses, dining off fish caught five minutes before from tanks by the lakeside.

My trek into the heart of the Pindus started with a bus ride to just outside the eastern border of Epirus. From here, on a mountain's flank, it was but a short walk to the Zagorian hamlet of Arisli and the western end of the Vikos Gorge. And with the Vikos you have something very special indeed. It forms part of the wild, Aslaka range of the Pindus, 15 kilometres across and much of its perimeter consisting of inaccessible cliffs. During the summer

there is enough grass to be grazed by scattered herds of sheep whose shepherds wander the hills following a way of life unchanged for centuries. The gorge - known as the Grecian Grand Canyon - is just over 1,500 metres wide at its rim and 1,000 metres deep, while some of the finest viewpoints in Europe can be gained with a little effort.

As I ascended the steep wall of the gorge from the dry river bed at the bottom a thin stream of great ferocity struck, loosening the rock and sending slithers of mini-boulders about me. For three hours I plodded through a solid downpour that soaked everything, including the contents of my rucksack, but at Papingo I found sanctuary in a guest house adjoining the village's only taverna. Wrapped in a blanket while my clothes slowly dried I made an odd addition to the clientele of the taverna and caused much good-natured amusement. In their company I dined well after copious doses of a local brandy.

To reach the mountain refuge on the Cold Aslaka is all of a three-hour slog, particularly when rain has muddied the rough track winding upwards out of the trees towards the barren cloud-shredded peaks. The refuge is a surprisingly substantial building capable of holding 30 hikers and equipped with kitchen and washing facilities.

I spent two nights listening to wind shrieking across the col and during the day explored the silent pools of water known as Dragon Lakes over on the opposite valley.

Before leaving its comforting solitudes I made the ascent of Aslaka, another uphill grind of three or more hours, to view from the windswept summit an all-round panorama of undoubted splendour. The way down the other side leads through a limestone gorge buttressed on one side by a perpendicular cliff face of massive



Resting in the Vikos Gorge - the Grecian Grand Canyon.

proportions, and down a steep and treacherous as the slope to the delightful village of Tsepelovon where Alexis Gounis is the English-speaking owner of the general stores and taverna, and plainly is a man of influence in the community. Through him I was allotted my bed for the night, again in a private house, spick and span with hot water on tap.

A bus ride to Brouchori where the road comes to an abrupt end, put me in the right position for the negotiation of the Smolikas massif including Smolikas peak. The track leads down a steeply descending hillside for a few miles, but the Asos River runs to the west side containing a glorious pine-fringed sandy beach, surely made with recreation in mind. Olive and cypress trees line the tightly-packed houses and small huts bisected by tiny streets, walkways and endless steps.

It was late September but the sea was warm and a sultry sea breeze as if it were mid-summer. The town was slowly emptying of its visitors but there was still a sprinkling of tourists basking on the beach. The fact I noticed confirmed my return to civilization.

Readers wishing to experience a similar trek should contact Shepa Expeditions, 131A Hoxton Road, Hoxton, Middlesex.

The village at the bottom of the long and comfortable final descent is Samari, a summer-only village of ugly tin roofs and a Wild-West appearance with a population of characters straight out of ancient Greek mythology. At the taverna restaurant I tucked into a well-earned dinner, choosing the low-priced dishes. I fancied from the steaming pots in a dimly-lit kitchen.

A day of rest - or part of one - in Samari, then off to conquer a third peak, that of 2,249-metre high Vasilias by way of an Alpine-like route of

pure trees and a non-operational lift. Clouds spoiled the summit view and the summit itself had me scrambling for lower altitudes and another hot-rodded village, this one called Perithi, whose impressive-looking hotel held the most amazing inadequacy within.

In the cool of the evening, beer in hand, it was nevertheless a delight to watch the elders of the community promading in the square attired in black kilted robes and pom-pom decorated shoes.

Then it was the Asos River once more, another series of ups and downs, one of the more prominent peaks being the peak of Asos - and the village of Vamoussa, a gem of a little place with a fourteenth century jump-badger bridge surrounded by a forest straight out of Bavaria. A new guest house under construction atop the taverna here, which should be an improvement on the primitive accommodation now offered the traveller. But after a fortnight in the Pindus, comfort becomes relative and a bed - any bed - is a balm.

A balm too was the pleasant little town of Parga to which I took myself in a series of buses via Ioannina and Igoumenitsa. The town is built in the shadow of a Venetian fortress which stands on a rocky, tree-covered headland jutting out to sea and dividing two bays, that on the west side containing a glorious pine-fringed sandy beach, surely made with recreation in mind. Olive and cypress trees line the tightly-packed houses and small huts bisected by tiny streets, walkways and endless steps.

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Book to read: Epirus by Arthur Fox (Faber).

EXTRA

Obituary for a collective memory

Rupert Grey looks back and listens in India



The Viceroys Palace in New Delhi

Shaban was not the kind of man about whom obituaries are usually written, but nonetheless he is dead. He was neither genius nor saint, nor was he clever or famous; one of history's bystanders, he watched the closing years of the British Empire with a perceptive eye, a good memory and great skill as a raconteur.

His reputation as a wise and humble man drew men and women of all nations to his household, which was moored to the banks of Dal Lake in the foothills of the Himalayas. Of them all, Shaban preferred the British.

It was an essential part of him that he was born and bred in the shadow of the British Raj, and like most of his contemporaries he regarded it with great affection. The absurdities and achievements of the British in India played a crucial role in his life, and the generation of which he was a part, nearly 40 years after independence, is dying, and the empire is slowly passing from living memory into written history.

Dominion over Palm and Pine is a phase of our recent past now generally regarded as best forgotten, and it requires a feat of imagination to remember that the empire was at its zenith, in geographical terms, exactly a half a century ago this year.

Of the Palm and Pine, the latter by and large was granted independence before the war and the former, in periods of transition that were less free from difficulty, during the decade after.

The British, who dwelt apart from the inhabitants over whom they ruled, departed often in sorrow and sometimes in haste to find that 25 years later their children are flocking back as tourists, welcomed by the governments who asked their parents to

leave; and, by a by a quirk of history, they live in a similar style and not infrequently in the same palaces, and the servants perform the same function for this generation as for the last at much the same level of pay.

Those who have witnessed this turn of events can still be found, and their stories add a rich dimension to a holiday in the East. Many of them, and Shaban was one, cannot write and their stories will go unrecorded.

(Some stories are recorded. See *Plain Tales from the Raj*, Charles Allen.)

Perhaps for the first time, and this is particularly the case in India, the pace of change is so rapid that events become history before they have ceased to be current affairs, and the span of time that normally divides the one from the other has shrunk to the life of a generation. There is no need

for interpretation by historians: simply go there and listen.

The photography shop in Leh, for example, on a Himalayan plateau adjacent to Tibet, is run by an Indian who will tell of how he walked over the Karakoram with Eric Shipton when, as British Consul in Kashmir, he played a crucial role in the great game of power politics during the last year of the Raj.

The Indian government is still playing, albeit less successfully, and the market-place in Kalimpong, crossroads of nations in the heart of the North-East Frontier, is still alive with tales of silk-traders who doubled as secret agents and whose reports reached the desks in Whitehall of those who controlled British foreign policy. Bailey, king of them all, whose exploits put Bond in the shade, died

only 15 years ago, and the McMahon Line, whose namesake died in 1949, still divides Assam from Tibet a few miles further east.

The third Baron Sinha of Raipur, whose grandfather was Privy Councillor and one of the first Indian peers, appears with his full title in the Calcutta telephone directory.

The man who plays the flute in Arab Street, Singapore, saw 50 years' service with the British on the Himalayan Frontiers, and the viceroy of the British Raj on holiday in Sri Lanka tells how he would show Mountbatten to his pew on Sundays while the British fought the last Great War of their empire in the jungles of South-East Asia.

These men were born in an age when the empire seemed eternal, and master and subject alike could not conceive of it coming to an end.

Forty-nine years ago Britain possessed 1,008 military aircraft, of which 581 were at home, 175 with the Navy, spread over the oceans of the World, 96 in India, 60 in Egypt, 51 in Iraq, 28 at Singapore, 12 at Aden, 6 at Malta and 1 on loan to Canada (it constituted their entire Air Force). These aeroplanes kept an eye on the greatest expanse of territory ever presided over by one ruler in the history of mankind.

By and large it was a paternal eye, and if the slaughter at Amritsar in 1919 was premeditated murder on a scale that has neither been forgiven nor forgotten, it was, as Churchill said, "an event which stands out in singular and sinister isolation". It was perpetrated by the same people who allowed the principal architect of their empire's demise to work out his moralities without being shot (at least by the British), and if they committed him to prison for a year or two when he was particularly troublesome, it was not long before the king-emperor entertained him to tea, clad in nothing more than a kilt and spectacles.

The second world war did not bring the empire to an end, it simply delayed it, and provided fertile ground for stories that are still told in India.

English fathers spun their children the same tales of the last Burma landings that their fathers told their Indian sons. When I visited the vale of Kashmir, playground for the British Raj on holiday, I saw it through my father's eyes, looked for his old houseboat and stayed for a chat with Suffering Moses, rogue extraordinary who overcharged me no less than my father for the finest *pau-pau-maché* boxes, adorned with the Bengal tigers my grandfather hunted at the turn of the century.

Tile-clad turrets

Brian Earnshaw and Tim Mowl recommend a little gentle manoir spotting in the Perche

If you are beginning to get bored with the long drive south from the Channel ports to your *gîte* in the Dordogne, or if you just mean to tour France and take a pot luck, the Perche could be worth a day or two. You may have "done" the Loire chateaux last year and found them predictable and tourist-trimmed, in that case the tight cluster of textured and enchanting buildings in the Perche might give you just the kind of casual but authentic rural France you are looking for.

The Perche is in north-west France on Michelin Map 60 - the one with Le Mans on the bottom left-hand corner

and Versailles on the top right. The buildings are the *manoirs* of the Perche and they are hard to define. They are not quite castles and certainly not stately homes and yet they are much more than fortified farmhouses. With their usual encyclopaedic fervour the French have begun to collect them already; they have an *Association des Vieilles Manoirs Français* but as yet it hasn't done much prefiguration to the group in the Perche. We saw only one with whom grass and weeds were working like and rough textured down forlorn farmtracks with yards deep in cowdung.

Though they are not castles they all have towers, usually one over the front door with a row of Louis XII windows up it which makes it look anything but defensible. Others are geometrically planned and serious, no single generalization covers them, that's what makes spotting them so enjoyable.

The best *manoir* cluster is on the lower half of Map 60, five folds from the left above La Ferté-Bernard and west of Nogent-le-Rotrou. The actual country they are set in is satisfying rather than spectacular. It is crinkled with valleys which are not exactly shadowed by hills, rather bordered by

woods with steep fields, and criss-crossed by a tangle of lanes, all meticulously posted by cast-iron signs with small 1930s lettering.

Unusually for France virtually every farmhouse has its own signpost. The *manoirs* are impossible to miss, they are so thick on the ground that you can often see one from another, with ochre coloured peeling from honey coloured stone and tile-clad turrets rising to form a silhouette of France before the Revolution.

Their names are similar - most of them end in -ière. On the Michelin they are marked as little black oblong signs with rays at the four corners - Gaudouvière, Chapponnière, Lullinière, Taranrière; but only the names are uninteresting. Some, like Les Feugères, get a bit alive themselves with a great square keep and a terrace; or there is Chaurboyer, a chineform tower cranking low down running across like a snake of the honey Grail. Perhaps our favourite was Taranrière because its miniature keep among the cowsheds had nichicolations all around the battlements - devices meant for dropping hot liquid on the besieging enemy but looking more like eight medieval toilets or *gorderoles* poised ready for improbable action.

The beauty of *manoir* spotting is that it is so superficial. They are not open to the public so there is no entrance money or guided tour, and French guided tours can be so heavily academic in their facts compared to the average English chat-around. You just seek them out on the map, enjoy their textures and their endless variety of form then drive down a lane to the next one, usually less than two miles away. They get addictive, particularly to people who hate getting out of their cars.

The area has other pleasures. St Gaudouvière has a priory church and the inevitable museum of farm machinery, open 2 p.m. to 6 p.m., July to September, but it has been over-restored and restoration is what the *manoirs*, Angenardière, excepted, have escaped. In any case the churches of the area are not

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You might look in at St. Germain-le-Croix to see the dragon rampant supporting the roof, one Norwegian than French; and if you are on your way back home from the south on Michelin Map 61, the creek-freshened church at Les Loges, just north-east of Lodièvre, is most. Once you have got past the morning glory garden and his fencible Alsatian, the goats cheese rack of mauli encircled walls and the searching glances of saints transfixed on plaster are unforgettable. So, too, is the shortlisted Guimonde. Members chateau just off Les Loges at Semur-en-Vallon which the concierge will let you experience as your own personal melancholy if you ring at the gate.

The obvious place to stay is a *gîte* for the *manoir* area is La Roche-Herman, just off the Paris-Le Mans motorway and on Route Nationale 21. It has a church with a staggered, François Premier choir that must have literally more Renaissance fittings of high quality than the entire University of Cambridge.

The old town has medieval towers but the modern centre is a bit of a mess - brush supermarket and fur sound - but everywhere, so if you follow you everywhere, so if you want somewhere less conspicuously French in its present Socialist phase, there is an AA-recommended *gîte* in a franc menu place at sleepy Bailleul in the Normandy triangle and Preval has a modest auberge.

But why worry too much? Most of the larger villages have places to stay and a bad hotel in France is so rare that it has a certain anecdotal value. If you tend to picnic in the middle of the day and leave your wine to the evenings then the local mineral waters, Eau de France Rossmann, is a must. Only 1.05 francs it is as good as the very best advertised brands that get to Britain.

There are two recommended *gîtes* in the area already but ignore them and find a Michelin Map 60 and the *manoirs* will come thick and

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EXTRA

The freedom of the fells

Dudley Wilson explores the Ribble Valley

My favourite guidebook to the Ribble Valley, a 1924 paperback garnished with a pretty water colour of the River Ribble, was published by LMS Railway to stimulate sales of tickets on their Blackburn to Hellfield line.

The title page promises "bracing walks, mountain ascents, historical, romantic". I promise much the same but phrased, I hope, more grammatically.

The authors open with Lancashire's resorts whose fame spread "to the outermost parts of the British Empire". I doubt whether the current revival in seaside holidays claims such worldwide impact.

A contrasting point the guide makes is still, however, valid. Just inland up the Ribble Valley lies some of England's loveliest and least frequented scenery. The higher reaches in Yorkshire are known as Ribblesdale. Here, amid pot holes, waterfalls and fells, beaks join up to form the Infant Ribble which then flows past its mountain guardians of Pen-y-gent and Ingleborough.

Man's impact here is concentrated in Ribbleshead viaduct striding 100 feet across Betty Moss, a triumph to

build, a sight to behold and a struggle to retain.

My principle concern is with the Lancashire Ribble and its tributaries, especially the Hodder, when it flows wider through meadows, often overhung by trees, crossed by noble bridges. This region, astonishingly sparsely populated, is only 20 miles or so from the hurrying traffic on M6.

Clitheroe is the main town and no monster at that. Long accustomed to being itself, Clitheroe has recently stirred to welcome those discerning visitors who stray from A59 as it has always welcomed villagers and farmers from the valleys around. I recommend the Tourist Office which I found functioning late Saturday afternoon out of season. It stocks useful material about restaurants, pubs, events, walks and camp sites which is only locally available and applicable. Clitheroe welcomes motorists too with a finely-tuned parking system leading to decent shopping. The town's confident yet unassuming air partly stems from its castle keep perched on a limestone crag. Over the hills to the south lurks central Lancashire's industry extending in a well-aimed unbroken chain to Manchester. Yet the Ribble Valley could for the most part be deep in the English shires so distant and irrelevant appear this century and the last. Northwards rise the Bowland fells.

We stayed near Slaidburn, at Pat Holt's Parrock Head Farm and Countess. This hillside has not one but two such establishments for nearby, with similar exacting standards, is Harrop Fold Farm. In an area short of accommodation it is heartening to see traditional farmsteads, whitewashed and low timbered, functioning still as farms yet sensitively converted into hotels - tourist development at its best.

Time, as the cliché puts it, has passed Slaidburn by. Sensible estate control over centuries means that little disturbs the harmony of this stone-built gem where egg-shaped cobbles, edge the streets. Its pub, "Hark to Bounty" provides admirable food, drink and rooms.

I started my holiday buying the crucial Ordnance Survey map (sheet 103) at the village central stores opposite YHA, inn and post office. I browsed round the Jam Pot craft shop where home-made preserves stocked the shelves. I chatted with local potter Melvyn Swindells and his wife Irene whose minuscule workshop makes a pleasing visit.

Slaidburn with its two bridges and two rivers, many fine old houses and

lively church where a sign directed us from the main entrance because murins were nesting in the porch, remains an obviously thriving corner of old England. Such a village in the Cotswolds would be crisscrossed with coachmen but, off the beaten track up the Hodder, Slaidburn, though increasingly popular, remains unspoiled by crowds.

But if Slaidburn is the best of Ribblesdale villages competition is stiff for I recall a dozen exquisite stone-built settlements each with inn, post office and gardens bursting with colour. These villages are linked by lanes winding and dipping with glorious views of the Hodder below and harmoniously grouped hills beyond. The hedgerow banks in late spring, spouted daffodils which flourish late here, primrose clusters and even blizzards.

As we motored we cleared from our track silly pheasants in technicolour plumage urged on by a suicidal love for our car. In Newton, Dunsoop Bridge and Whitwell, this last a nesting deep in a thickly-wooded gorge, it is difficult to believe industrialism ever invaded Lancashire.

The grand car excursion takes you from Dunsoop Bridge over to the Lune Valley through Trough of Bowland, many miles without inn, shop or habitation. As we ascended, our progress was halted by flocks of sheep ambled over the narrow road. We descended along the River Wyrr with enticing picnic spots on cropped turf or beneath the trees.

The return leg is by the even lonelier fell road from Bentham. Here larks soar and twitter, lambs bleat but the sight and sound of human beings is seldom encountered.

Watch for the Great Stone of Four-stones with steps cut into its sides for easy clambering. This huge boulder alone on the moor was rolled here by a massive force for it is no outcrop.

The challenging hike is to cross these fells by cart track, from Ribble to Lune as it were, which strides out between the two narrow motor roads I have mentioned. The Salter Fell route stretches 11 miles from Slaidburn to High Salter. Cyclists could just manage the traverse by clutching their machines.

Walkers enjoying such glorious solitude need some arrangement with fellow car owners to pass half-way and exchange keys. Parrock Farm is ideally placed for this rambles and I met

several residents who had relished such freedom of the fells. They had varied this taxing hike with more casual walks by river and stream or with bird watching on Stocks Reservoir where the bittern had boomed.

Dominating the Ribblesdale landscape stands Pendle Hill. What a name to conjure with, and conjure is the word considering its associations with witchcraft. Witches are now romantic curiosities and the Newboulds shop Witches Galore stocks, besides an invaluable footpath map to the medieval Harrison Ainsworth's classic and largely unread *Lancashire Witches*, find Pendle, it is seven miles long and steep, dullish walking but the village at its feet, Downham especially, delightful.

History lovers head for the ruins of Whalley Abbey or to Stonyhurst College on its open days, ideal for many days. Brownsholme (pronounced Brown) originally an early sixteenth-century manor house, Brownsholme is ancestral home of the Parkin, who looked after the park, and who still live there. It will perhaps be familiar to children as the location of Granada TV's *History Around You* for schools.

The North West Tourist Board, Last Drop Village, Bromley Cross, Lancashire produce a useful map to illustrate their *Red Rose Country & Trails*. A leaflet is also available from *Countryside Holidays* detailing 17 farmhouses in the district which offer bed and breakfast at least. Both Parrock Head and Harrop Fold figure in this, as does Mrs Baines of ancient Hamerton Hall Farm also near Slaidburn. My own guidebook advertised "lantern lectures on the charming Ribblesdale Valley" loaned free to housefuls of lecturers. These I would dearly enjoy seeing.

More information about independent travel in China may be available from the China Tourist Office, 4 Gilewort Street, London NW1. Note the "may be". Independent travellers often report contradictory information at various agencies. The most reliable sources seem to be right at the site of the proposed action. For example, visas are most easily and quickly obtained at the Chinese International Travel Service, 6/F, Tower 11, South Seas Centre, 75 Mody Road, Tsim Sha Tsui, Kowloon, Hongkong (where a terribly long address, but necessary).

Tickets for river trips are available in Chungking or Wuhan at the CITS offices or at the Chinese Travel Service station or the CITS office.

A new book, *China Off the Beaten Track*, by Brian Schwartz, is very helpful, especially for on-their-own travellers who want to do it on the cheap. Those for whom money is no object can arrange luxury independent travel in China by writing to the head office of the China International Travel Service, 6 East Chang'an Ave, Beijing, People's Republic of China.

embarking there is that one must board at 3 am. Bad enough for people on a tour, but I wouldn't want to try it alone if I didn't speak Chinese, and maybe not even then. Downstream starts from Chungking at 8 am.

For tours of China which include a Yangtze segment see W. F. and R. K. Swan Ltd, on Tottenham Court Road; Bales Tours Ltd, Dorking, Surrey; or the Society for a Chinese Under-stand, Tours Department (B), 152 Camden High St, London NW1. Other companies may also be offering tours now.

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A corner of Whalley Abbey.

Body language

Phil Hytch reviews a health education project with an impressive history

My Body: A Health Education Council Project
Classroom Pack (96 double sided cards) £13.50
Games Pack (30 cards) £5.00
Teacher's Notes 168 pp. £5.50
OmniBus Pack (2 x Classroom Packs; Games Pack; Teacher's Notes) £38.00
The Health Education Council, Heinemann Educational Books Ltd.

When an institution like the Health Education Council combines with a forward looking I.E.A. (Sheffield) and an experienced educational publisher (Heinemann) to produce a classroom project, one approaches the outcome with considerable anticipation. I can only say that my expectations were exceeded after studying the project in detail. My Body comprises a classroom pack which is itself the culmination of work originally emanating from California in the mid-1970s, and subsequently adopted, developed to suit English conditions, tested and modified with the cooperation of numerous teachers, advisers and inspectors in the period up to publication.

From a source like the Health Education Council one expects a sense of purpose and commitment, and both qualities shine through this project with beacon-like intensity. The material has clearly been produced because it is thought to be important. The project team has, however, done much more than merely provide resource material, albeit of a worthwhile kind, for classroom use. The composition of its development team has ensured that aims and methodology as well as

content are carefully thought out and clearly articulated. The process of learning, as well as the product, is emphasized throughout, so that the contribution of pre-teaching teachers during the field trials can be readily detected.

After an introduction like this, does anything further need to be said before advising headteachers to rush out and buy the project pack whilst stocks last? Emphatically, yes. I think it crucial that the commitment of the development team to which I have referred is shared by schools taking up the project.

It is true that the classroom pack-in use, and are substantially made. All the illustrations are in black and white, which might seem a disadvantage these days, and they are rather too whimsical for my taste and possibly a bit young in style for the intended age range (10 to 12 years). They do, however, complement the text nicely.

The combination of information, illustration and question varies considerably and should serve to avert any feeling among children that they have been here before. On many of the cards the pupils, assumed to be working in groups, are exhorted to make up their minds about how best to proceed in presenting the information gained to other children, and although this may confront some with difficulties, the project is meant to be challenging, and this approach is entirely consonant with the project's declared philosophy, that of developing and encouraging children to be autonomous, independent learners, able to make informed choices about their own health.

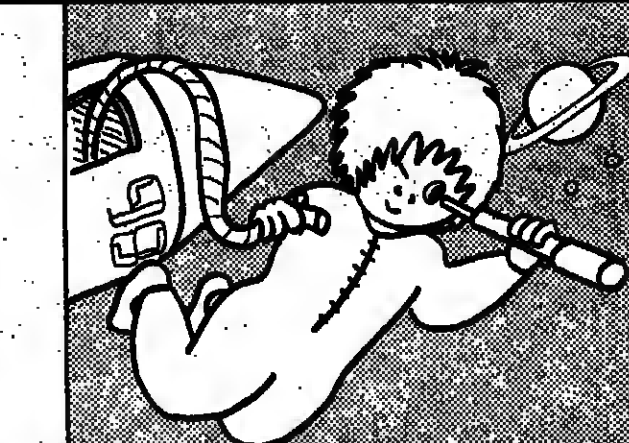
The power-house of My Body resides in the Teacher's Notes, which, as I have suggested, should be essential reading for every teacher using the project, both before and throughout the classroom work. Superbly produced and eminently

readable, it makes no extravagant claims yet radiates conviction, confidence and enthusiasm. The Unit Guides, which take the teacher through the material and suggest how it might be used, are a model of what these should be. The notes also provide sound and accessible background information for those teachers whose biological knowledge is a bit sketchy, and include very helpful sections on resources of all kinds.

The workcards themselves are thoughtfully arranged and sequenced to provide maximum flexibility in use, and are substantially made. All the illustrations are in black and white, which might seem a disadvantage these days, and they are rather too whimsical for my taste and possibly a bit young in style for the intended age range (10 to 12 years). They do, however, complement the text nicely.

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Health routines

Joan Freeman reviews filmstrips and books on health science

BBC RADIOVISION
Keeping You Healthy, ISBN 7056 24986
Microbes and How they Grow, ISBN 7056 25001
Longman; £6.50

The BBC, in conjunction with Longmans, has produced two excellent and inexpensive teaching resources in health science, concerned with micro-organisms. They are intended to assist teaching, either completely or in part, with pupils aiming for O-level, and CSE. Biology, CSE and CSE Human Biology, Social Biology, and Nutritional Secondary Science.

Each one is composed of a 35 mm coloured filmstrip and a booklet which are designed to be used accompanied by the sound of the appropriate recorded BBC programmes. If your tape recorder breaks down at the crucial moment and you can't manage to record, or you've lost or accidentally destroyed your efforts, they can be purchased pre-recorded.

The booklets are straightforward, providing the scripts of the radio soundtracks and the cues for frame changing. They also offer a useful and compact revision summary.

Keeping You Healthy is rather a dull title for the dramatic set of pictures and ideas which it presents. The pictures start with a child knocked down by a car and they aid the text to go on to describe how the medical services cope with the situation. The pupils are invited to realize what would have happened to the child in years gone by. The pace of the lessons is swift and we soon move on, logically, to anaesthetics, the spread of infection, Pasteur, Lister, sewage and epidemics. This last is illustrated by the medical detective hunt of the 1964 typhoid epidemic in Aberdeen. It is hard to imagine that pupils of average ability would not learn something from exposure to the lesson.

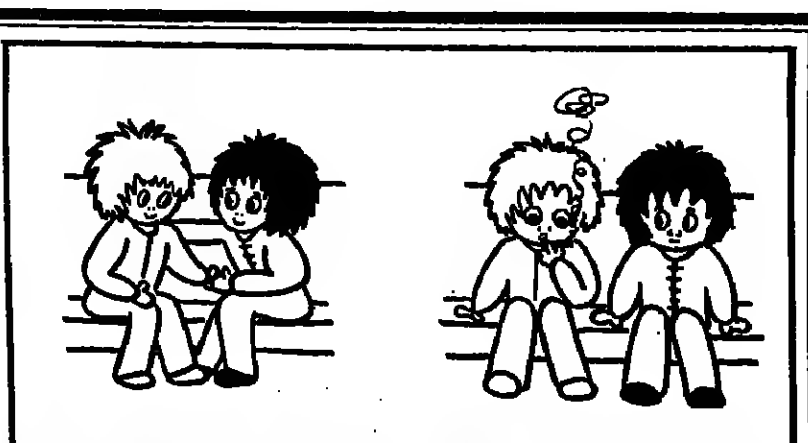
Microbes and How they Grow

covers some basic classification of the micro-organisms. This covers the terms virus, bacterium, fungus and spore; some techniques of identifying bacteria and their spread and more.

The exposition again begins dramatically with a great shower of a mezzette - to capture the attention of the class. Then on to more microbes, in the air, on the skin, amell pox, and viruses making stripes in tulips. But then it focuses in on laboratory work, which is likely to lose a few of the less committed members of the audience.

The radio programme "Semmelweis" should be listened to as it follows on from the two radiovision programmes. It is a reconstruction of the events which led to the control of puerperal fever in the Vienna Maternity Hospital in the 1840s. As an example of the application of scientific method to an existing situation, it is well told.

The difference in mortality of mothers between two divisions of the hospital was striking, but treated casually until Semmelweis, a pure



The section on smoking is treated with the seriousness it deserves, and the Smoking Fact File seems an excellent device.

The title of the project may suggest a more comprehensive treatment than is in fact the case. The project team are well aware of this and there is a half promise, which I hope is fulfilled, that further aspects of this topic may be produced in the future.

As it is, the main items dealt with are centred on the body's need for oxygen, with attention extended to associated aspects such as the Body System, Staying Healthy/Getting Ill, and Pollution solution.

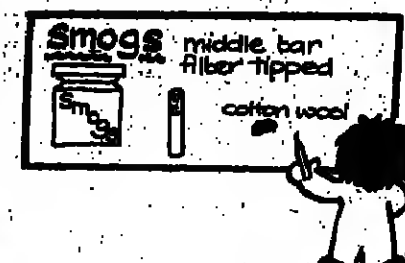
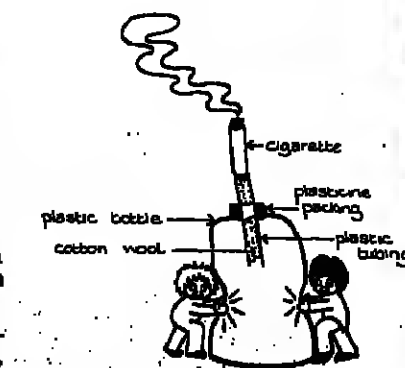
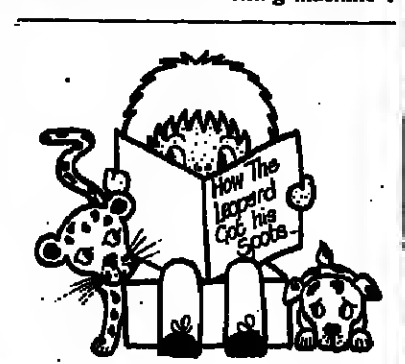
I did wonder why it was thought necessary to play to the gallery by producing the "Games Pack". The games seem rather trivial and tame in comparison with what is available for most children nowadays. However, this is a mild criticism in the context of the whole pack, and in any case the field trials may have shown me to be wrong.

The fact that the BBC are to broadcast an associated series of health education programmes starting in September is an additional proof, if such were necessary, of the worthwhile quality of the project. John Gaskin and his team, as well as all others involved in the production of My Body, are to be congratulated, as is the Health Education Council and the City of Sheffield Education Department.

The project could make a significant contribution to health education, a sadly neglected area in our schools. In addition, the underlying approach adopted by the project team will provide support to teachers who are trying to develop their pupils' independence as learners and responsibility as human beings.

*The BBC radio series of five programmes begins on September 25. It includes two radiovision programmes plus notes which are available now from the BBC.

I didn't know she smoked! Does it make any difference? From a card on pollution. Below left: from a card on "The need for oxygen" and below right: from "Staying healthy/getting ill" and again from a card on smoking, entitled "Make a smoking machine".



Computers and reading

Computers Applications in Reading by George B. Masco, Jay S. Blanchard and Danny B. Daniel and published by the International Reading Association, has been revised. The new edition updates the material covered in the first edition and introduces a major section on computer software.

The book is available at a prepared cost of \$3.50 for IRA members and \$8.00 for others, from International Reading Association, 800 Barksdale Road, P O Box 8139, Newark, Delaware 19714, USA.

Aids catalogue

Living and Learning is the title of a catalogue of developmental material for primary, remedial and special education, which is available from a company of the same name at Duke Street, Walsby, Cambridgeshire. PE13 2AE. Contents include materials to aid language development, sequencing, visual perception, eye/hand coordination, handwriting, creative writing, primary maths and primary science.

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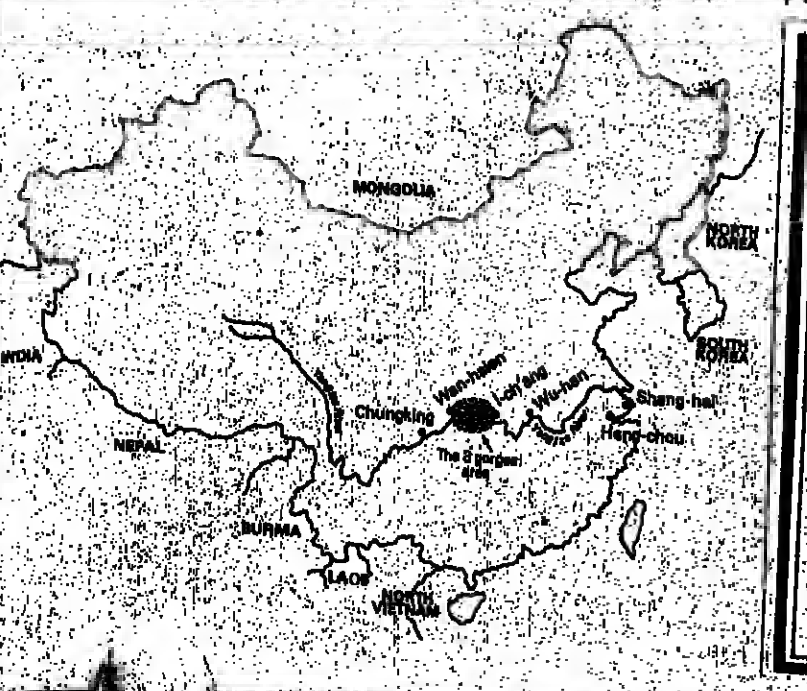
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Quarry Bank 1851.
Software package.
T C Lewis and G S Nunn.
For RML 380Z, and
Heinemann Computers in Education,
22 Bedford Square, London
WC1B 3BR.
Price £35 + VAT.

Early attempts to use computer techniques in learning history adopted a traditional approach. The advantages of machines over teachers were stressed in terms of clearly-defined objectives and the ability to work through a programme of knowledge at the pupil's own pace. But fundamentally it used computer logic in a mechanical question-answer way and inevitably learners were seen as machine-like themselves.

Current uses of computers offer a different perspective. They act as information stores from which data may be retrieved. They enlarge the resources of evidence available to the school learner, and can do this in a dramatic fashion. Previously only the academic historian was likely to be able to formulate questions to ask from considerable amounts of material. It is now possible for children from junior age upwards to pursue the same activity.

Quarry Bank 1851 files the data from the 1851 census covering this industrial village in the Black Country. The census, by enumerating the

social and economic relationships of people, makes possible the discovery of a wide variety of patterns both in the present and in the past. This census information lists every one living in Quarry Bank and Mount Pleasant in 1851. We can find such details as exactly where they lived, the size of families, whether they had migrated to Quarry Bank or what sort of work they did.

Yet the program gives us access to only one village community. It is so striking a contrast, this ability to reach so near to so many individuals of a past era, yet know nothing about so many more, that few children will fail to ask, this is what is true here, is it true elsewhere?

It means of course that simply using the data supplied here is not enough. The handbook shows that the authors have faced the question. They advocate two approaches.

The first involves preparing a program of comparative material for your own area. They point out that there is a National Data Exchange Centre and it is possible there may already be some material available

Quarry Bank people

James Bromwich on a program which uses data from the 1851 census

covering nearby if not local areas. They also provide a detailed description of how to go about preparing your own data. This would undoubtedly be time-consuming but once done the disks would ensure immediate entry into the past of the school's neighbourhood to study continuity and change.

The second, and complementary approach, involves the use of other evidence. Included in the pack prepared by the authors is a "case study" of various written and pictorial material, ranging from a land utilization map to a trade directory and school log book, all reproduced on 13 pages of A4 paper. It is really a list of the variety of sources, rather than a fully viable classroom utilization map has not reproduced well. A child could use the "study" and find people or places related to the census itself, but it is one copy only and has a very abbreviated, introductory feel to it. The case study is perhaps really a model for what teachers could consider in selecting their own sources in consultation with the local history library.

Using the program presents difficulties in two ways: the teacher's own sense of inadequacy faced by this type of resource and concern about its application with children.

The handbook is clear and helpful in both respects, but cannot resolve everything. For teachers already

familiar with computers, especially if this includes the RML 380Z for which this program has been prepared, running Quarry Bank 1851 will be straightforward. There are three disks: a program disk that gives a framework for the material; a registers disk that enables the child to initiate the type of investigation of the census that he/she wishes to carry out; and a records disk that contains the actual census files.

Minor irritants will be apparent, such as the handbook's failure to point out that the disks are not self-loading, or that there is a lack of keyboard consistency - the "return" key is normally used to move the material forward, but sometimes it is necessary to use "space" instead. When using the statistics option in searching the records, the title of the chosen statistics table is not shown on the screen. Even though the handbook advises using the printer for statistics, because of possible distortion when displayed, it would clearly help pupil and teacher to know what had been attempted.

Unfortunately, even for the computer literate, most of the quibbles and initial difficulties associated with the program, the 380Z, and printing from it, could be overcome in a day's familiarization. The handbook helps considerably by reducing computer jargon to the minimum.

I have no doubts over using the material with a wide age range; the

information is open to questioning, the simplest or most sophisticated.

The handbook is helpful on the primary and secondary uses, but it is strange that it is only in a secondary section that one of the major limitations is mentioned: single display screen ensures that only a very small group can use the material presented in this way.

However, for only one time. However, in any one time. However, in any one time. However, in any one time.

Lastly, how childproof is the program? There is, for example, a total inability of the review option to deal with questions involving ages of the inhabitants of Quarry Bank. Possibly the "age file" has been corrupted in use, although more likely, and certainly more reassuring, that this was a deliberate choice - manufacturing fault. Otherwise it seemed very difficult to make more than minor user errors should be easily worked out.

Children want quick answers and can move on to the next question. This ability of the program to respond within seconds that will encourage them to continue. A project aiming the "workshop of the week" in the mid-Victorian period could be enhanced and a respect for the child's own and domestic production could be challenged.

Because it would stimulate a sense of control over material, it may imply the need to look at where as well, the initiative taken by Dindley Authority in reporting and Lewis and Nunn in producing this package, can only be welcomed.

Through Disraeli's eyes

Gorman Stafford and John Tuey on two decision-making history games

Disraeli and the Eastern Question 1875-78.
Campaigns.
Each pack: £13.60 + VAT.
Longman Micro Software, Longman Group Resources Unit, 32-35 Tanner Row, York YO1 1JP.

Two new decision-making history games are included in the current Longman software catalogue. Working individually or in groups, students are placed at the centre of events and required to respond.

The Disraeli program pinpoints 10 decision situations for British diplomacy between the outbreak of revolts in Bosnia and Herzegovina in the summer of 1875 and the attempts to revise the Treaty of San Stefano in the spring of 1878. Wisely the action stops before the Congress of Berlin. Enough is enough.

Four alternative courses of action are provided for each of the 10 situations. Most are plausible although it is doubtful if the "elimination of Gladstone" was ever a realistic option. Students are invited to see events through Disraeli's eyes and to select the course of action which they believe he would have followed. History is not being rewritten, merely replayed.

The defence of British interests depended upon a sensitive response to events which had their origin elsewhere. This becomes acutely clear as each situation emerges: the spread of revolt to Bulgaria, Serbia and Montenegro; rumours of civilian massacres in Bulgaria; confirmation and propagation by Gladstone of the extent of the massacres; the Budapest Convention; the Turkish defence of Plevna; the Treaty of San Stefano. Events familiar to every Oxford student of the period, each event posing a new dilemma for British diplomacy.

The scoring is complex, arguably the best justification for the use of the computer. Disraeli's decision is correct. Second-best is the course of action which, although not followed by Disraeli, is compatible with his thinking. Third-best, scoring even less, is an incorrect decision which is



also incompatible with Disraeli's thinking. The computer takes into account the present and immediately previous decision. Therefore a correct decision may not gain the full allocation of 10 marks if the last decision was for a wildly inconsistent course of action. A cohesive policy, even if not technically "correct" scores more highly than a series of decisions which oscillate markedly in terms of methods and aims. It is possible to do very badly indeed.

Students need to be well informed of the issues at stake before they begin: the nature of Turkish rule; Britain's traditional support for Turkey; the 1856 Treaty of Paris; the direction of Russian and Austrian ambitions in the Balkans; Disraeli's own political instincts and diplomatic style. Each of these areas requires detailed knowledge if the exercise is to be more than guesswork.

Campaigns is a simulation based upon Edward III's Normandy campaign in 1346. Nine decision points are chosen between the English arrival at St Vaast and the French defeat at Crécy. Alternative courses of action are posed and the computer is programmed to respond differently to each one. A decision to attack Rouen outright is a "bold move but not very sensible". A decision to accept Philip's offer of

single combat but not to go through with it in an attempt to buy time is a "cunning move". And so on. Correct decisions improve the flow of the action. Incorrect decisions require explanation before action proceeds as though their most recent decision had been the same as Edward's.

This time the player is in the driving seat and is required to make the action happen. Decisions are the most part tactical and the information required to make a sensible response is much more limited.

The scoring is straightforward. Marks are an indication of quality, the highest being awarded for the historically correct response.

In these programs students are made aware of the fact that Disraeli had to be made. The right kind of information helps to prove the quality of the decision, that in some cases the best possible decision may be to do little or nothing.

Both units have considerable novelty value. Enjoyment is guaranteed, certainly on a first encounter. Selectively used both units meet a range of needs. Both are capable of generating discussion at a new level of thoughtfulness. Both provide an incentive to mastering the background issues. As a revision exercise the Disraeli unit could hardly be improved upon. Familiarity with the type of activity will no doubt reduce the appeal. Neither provides a substitute for learning. Those who use these games best will be those who immerse themselves most fully in the ethos of the period and the means hard work. In that sense of things change.

Full teacher's notes and student leaflets are enclosed in an attractive, if expensive, laminated folder. Copyright is waived in the program for the students' leaflets for the purpose of the institution for its own use. The disc contains a utility program "Easistart", which enables users to produce a self-starting working copy from the master disc. No previous knowledge of computing or programming is required by either teacher or student.

Green fingers, screen tests

Seed Germination PPI
For Commodore PET and BBC B.
Ondisc and tape.
Type: £16.50.

Available from Garland Computing,
35 Dean Hill, Plymouth PL9 9AF.
Philip Harris Biological Ltd, Oldmixon,
Weston-super-Mare, Avon
BS24 9BJ.

This program simulates an experiment to investigate the environmental factors affecting seed germination. The light, temperature, water and oxygen levels can be varied within specified ranges and up to five different experiments set up at any one time.

The values chosen (only integers are accepted) appear in a table as the user responds to a sequence of questions. When the table is complete the user is rewarded, or not as may be, by animated drawings representing the growth of the seedlings under the conditions set in the various experiments. The seedlings may not germinate or may grow up to one of 15 stages depending on the suitability of the conditions. Success is achieved when green light conditions leaves develop. It is suggested that students plot their own graphs of stage of development reached against a varying factor.

The program allows students to plan a series of experiments to find out the optimum conditions for germination in the light and dark. It encourages a systematic scientific approach by suggesting only one factor at a time is varied, although the method of entering conditions for the various experiments does not reinforce this. All conditions for all experiments must be separately entered even if only one factor is varying. This can be laborious when experiments are repeated again and again.

The drawings of the seedlings provide a measure of the success

Fox on the run

The computer simulation program, the Suburban Fox, has acquired a formidable reputation in education computing circles, which is especially impressive considering it has not yet been published. The program, for 10-11 year olds, casts the child in the role of the fox (another option is for the child to assume the role of the farmer in which case sympathies are totally reversed). The fox uses his senses to uncover a map of the city suburb and to evade farmer, dogs, cars and hunters. He must find food and water and eventually dig an earth and seek a mate. It was designed by David Jackson, a Birmingham teacher, while on secondment to Newman College.

One obstacle to publication has been the amount of memory consumed by the program. It could be made available on cassette immediately for the RML 480Z but could only be supplied on disc for the

rate. The display also summarizes conditions set (although not very clearly) and highlights those factors limiting germination, which provides valuable clues and positive feedback to plan further experiments.

The program is accompanied by a booklet which provides background biological information (probably of much greater use to the pupils than to the teacher for which it is written), a description of the program and concise instructions for use. The individual effects of the various factors on the results obtained is described through a series of graphs, although no mention is made of any interaction between these factors and how the final stage of development is actually worked out. No time scale, and hence rate of growth is discussed.

The program available for the Commodore PET and BBC Model B is easy to understand and use, although those less familiar with microcomputers might find loading the cassette into a BBC Model B with disc interface confusing because of the need to type additional lines, provided with the instructions, before the program can be loaded.

It would also have been useful to have some help provided for incorrect entries and for lower case input to be accepted. The screen displays are reasonably clear although best use of the screen is not always made particularly when less than five experiments are being specified. It is unfortunate that under some circumstances the program is not absolutely robust.

If used in conjunction with other practical work, the package provides a useful exploratory introduction to demonstrate the factors affecting germination to younger pupils and practical exercise in planning investigations for older pupils.

The version of the program reviewed was tested on a BBC Model B with colour monitor.



BBC micro. As few primary schools have disc drives at the moment publishers are understandably inclined to drag their heels.

Another major hurdle is the need to create extensive materials to accompany the program, which isn't designed to stand alone.

However, it now looks as if this publishing challenge may be met. Mr Jackson has been having discussions with a publisher who say that they are likely to announce a publication date.

In the meantime Newman College has agreed to act as agents. Their address is: c/o Roger Keeling, Newman College, Genser Lane, Barley Green, Birmingham.

Carolyn O'Grady

Software MUSEings

The MUSE software library, which provides a means for teachers to distribute their own software for royalties or to get their hands on teacher-produced material, continues to grow. There are now 300 programs in the library which have been assessed and revised up to a standard acceptable to the organisation.

Programs sent in mainly by teachers are sent out to an assessor in the right subject areas, and if not accepted or turned down immediately are shunted backwards and forwards between assessor and author until accepted.

Teachers wanting to buy software can get information from the MUSE Software Library catalogues or from

the regional centres of the Microelectronics Education Programme, most of which now have copies of the entire library. At the centres they should be able to try out the software. Programs vary in price from £1-£25.

Other services offered by MUSE for a membership fee of £9.00 (standing order) and £10 (cash) include an information service which will supply facts and members' opinions on a wide range of hardware and software; an insurance scheme for computer equipment; and a journal, Computers in Schools.

Further information from: MUSE, FREEPOST, Bronsgrave, Works B61 7BR.

Sophie McCormick reviews two biology programs

Questions of inheritance

Mendelian Inheritance Glt 1-3
For Commodore PET and BBC B.
Garland Computing, 35 Dean Hill,
Plymouth PL9 9AF. Available in separate parts. Price £7.00 per part or £20.00 for parts 1-4. Also on disc, or from Philip Harris Biological Ltd, Oldmixon,
Weston-super-Mare, Avon BS24 9BJ. Three parts on one tape.

Here is yet another program on Mendelian genetics demonstrating monohybrid and dihybrid inheritance. So does it offer anything new?

The pack consists of three separate programs and is designed for use in



Each new program follows essentially the same pattern. A population size of 60 or 120 can be chosen and the parental genotypes are selected. The use of abbreviations D (dominant) and R (recessive) and the various letters for the different characteristics make for unnecessary confusion here. A sequence of displays are then produced under the control of the space bar. The chosen genotypes of the parents and the genotypes of their gametes, the expected genotypes of the next generation, a diagrammatic display of the observed phenotypes and a summary of the numbers and ratio of the different types. The results follow the laws of probability, the observed ratios being closer to expected ratios in the larger population. The experiment can be repeated any number of times using the same parents to demonstrate the chance factors operating.

The significant difference in these programs is in the display of all the offspring showing their various phenotypes. As a teaching display it allows pupils actually to identify and count the different phenotypes and confirm their finding with the final summary table. The success of this depends on the quality of the diagram and although the phenotype difference is easy to pick out with

introductory genetics course. The first demonstrates monohybrid inheritance using the hypothetical example of a gene, for stem length and the "BBC pea". The second demonstrates dihybrid inheritance in *Drosophila* using genes for head and tail colour. The third demonstrates incomplete dominance and body colour of the computer fly. No doubt the BBC pea and computer fly will now become new examples to quote in examination answers!

The sequence of displays might not be so appropriate for the intended age and ability level. A display of the phenotypes before the genotypes appear (hence explanation of what has happened) would be more useful. Also there is no opportunity to set up further experiments such as a back cross from the first results.

The programs available for the PET and BBC Model B are easy to use but each has to be loaded and run separately. It is somewhat less easy to load the programs on to a BBC Model B with disc interface. The less experienced user might also find difficulty when lower case inputs for dominance and recessive "d" and "r" are not acceptable. Some guidance on this would be helpful.

The programs are accompanied by a comprehensive text providing the all-too-familiar background to Mendel's work and discoveries. However, the instructions for using the programs are very clear and the suggestions for statistical analysis are helpful.

The programs provide yet another set of examples for demonstrating inheritance. However, the simplicity of the examples chosen, the ease of the picture displays may make this a more valuable program for younger pupils.

MR Part 4 called "Cultivating Genes" is available from both companies.

stem length, the variations are increasingly difficult to distinguish with body and tail colour and in particular with grey and black body colour. Indeed, in some cases it is necessary to know the genetics before the phenotype can be recognized. It is a pity that colour was not used to emphasize features.

The sequence of displays might not be so appropriate for the intended age and ability level. A display of the phenotypes before the genotypes appear (hence explanation of what has happened) would be more useful. Also there is no opportunity to set up further experiments such as a back cross from the first results.

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comprehensve upper schol
and community college
New roll: Appoe. 800.
Group 1:
Required for January 1984.
HEAD DP COMPUTER SER-
VICES SCALE 2. A scale 3
pos. may be available for
suitably qualified and experi-
enced candidates.
The post-holder will be re-
quired to teach up to and
include 10th Grade Computer

ate Computer Courses et ol
levels
It is hoped to appolat a
person to promote the use of
computer technology across
the curriculum and advise on
the phased development of
hard and software.
Application forms
further details from the Head-
master, see please.
This is a re-advertisement.
117851 139018

Scale 1 Posits

BRISTOL
BRISTOL POLYTECHNIC

**SPECIAL EDUCATIONAL
NEEDS**

Applications are invited for the following posts within the Special Education Microelectronics Resource Centre, part of the Department of Education and Science's Microelectronics Education Programme. The Centre aims to assist teachers in the effective use of microelectronics for children with special educational needs over an es-

TOR - Ref. No. L/108

Curriculum Development
(ISB/MERC)

Qualified teachers or
required with experie
in special education
person appointed will
responsible for co-ordin
ing the work of the Ce
tre, and will also have
particular responsibility
curriculum development
Experience in the fields
computer science or m

annum
CD-ORDINATOR - RE
No. L/102
Technology
(SERMERC)
Experience in the field
of Computer Science
Microelectronics is essen-
tial; administrative experi-
ence would be an advan-
tage.
SALARY: \$d.517 pe
annum.

Initially the applicant
must wait for a minimum of 10 days
after 1953 or as soon as
possible thereafter, to determine
whether 1954, 1955, 1956, 1957, 1958
might be arranged for
preliminary teaching.

For further details and
application forms, for
1955, please contact the
Personnel Office, 8140
Polytechnic, Coldharbour
Lane, Farnham, Surrey,
Surrey, England, GU10 3AA.
Tel. 01253 686001. 24

PLEASE ADVISE APPROPRIATE SUPERVISORS IN ALL COMMUNICATIONS (17384) 13202

1st January, 1984
BANS R.C.
ENSIVE SCHOOL
ool (11-18)
D DEPUTY
TEACHER

TEACHER

GROUP 10

from practising Roman Catholics led academically and have curriculum development and in-
ment. The precise role will
and qualifications but will include
diverse responsibilities.

Presbytery, Fair Hill, Fairwater,
8th September, 1983.

1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26

SECONDARY EDUCATION

Economics

Scale 1 Posts

BROMLEY

LONDON BOROUGH OF BROMLEY
CLAYTON GRAMMAR SCHOOL
Clayton Lane, Orpington, Kent SE8 5EH.
Required for September 1985. Teaching to 'O' level in the voluntary aided school. In the Sixth Form boys 150 in the Sixth Form. A candidate able and willing to give practical assistance with basketball, squash, cricket or rugby would be particularly welcome. Temporary one term appointment. For details and application form, see advertisement in the 'Times' dated 11.12.82. 152222

Scale 1 plus £645 per annum. London area. Applications from teachers available from the Headmaster at the school, to whom completed forms should be returned as soon as possible. 152222

HAMPSHIRE

LYNN HIGH SCHOOL
Lynn Road, Alton, Hampshire GU34 0JH.
Required for September 1985. English Specialist to teach in 'O' and 'A' level. Scale 1. Temporary appointment for Autumn term only. 152222

English

Heads of Department

BIRMINGHAM

HILLCREST SCHOOL
Hillcrest Road, Edgbaston, Birmingham B15 2JH.
Tel: 01-421 5172.
SCALE 4 HEAD OF ENGLISH

A well qualified and experienced teacher to take charge of a lively forward looking English Department. The successful candidate will be responsible for the development of the English curriculum and for the supervision of the staff. Applications from teachers available from the Headmaster at the school, to whom completed forms should be returned as soon as possible. 152222

Scale 2 Posts and above

KIRKLEES

METROPOLITAN COUNCIL
Metropolitan Education Department, Leeds LS2 9BT.
Required for January 1984. Teacher of English, Scale 2. To teach in a secondary school. The successful candidate will be responsible for the development of the English curriculum and for the supervision of the staff. Applications from teachers available from the Headmaster at the school, to whom completed forms should be returned as soon as possible. 152222

Scale 1 Posts

Scale 2 Posts and above

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COLLEGES OF FURTHER
ED

continued

PLYMOUTH
COLLEGE OF FURTHER
EDUCATION
Plymouth
Temporary Lecturer in
Technical Drawing
Salary £5,449 - £8,735
Applications should be sent to the
Principal, Plymouth College of Further
Education, Plymouth, Devon PL4 8AA.
Closing date 15th September 1983.

SALFORD
CITY OF SALFORD
COLLEGE OF FURTHER
EDUCATION
Salford
Lecturer in Business
Studies
Salary £5,449 - £8,735
Applications should be sent to the
Principal, Salford College of Further
Education, Salford, Greater Manchester
M6 6PU. Closing date 15th September 1983.

LONDON
INNER LONDON
SOUTH LONDON
COLLEGE OF FURTHER
EDUCATION
Lecturer in Business
Studies
Salary £5,449 - £8,735
Applications should be sent to the
Principal, South London College of
Further Education, 100, Lambeth Road,
London SE1 7AA. Closing date 15th
September 1983.

NOTTINGHAMSHIRE
COUNTY COUNCIL
SOUTH
NOTTINGHAMSHIRE
COLLEGE OF FURTHER
EDUCATION
Lecturer in Business
Studies
Salary £5,449 - £8,735
Applications should be sent to the
Principal, South Nottinghamshire
College of Further Education, 100, Lambeth
Road, London SE1 7AA. Closing date
15th September 1983.

WAKEFIELD
CITY OF WAKEFIELD
COLLEGE OF FURTHER
EDUCATION
Wakefield
Lecturer in Business
Studies
Salary £5,449 - £8,735
Applications should be sent to the
Principal, Wakefield College of Further
Education, Wakefield, West Yorkshire
WF1 1AA. Closing date 15th September
1983.

WIGAN
NORTH LANCASHIRE
COLLEGE OF FURTHER
EDUCATION
Wigan
Lecturer in Business
Studies
Salary £5,449 - £8,735
Applications should be sent to the
Principal, Wigan College of Further
Education, Wigan, Greater Manchester
M16 9AA. Closing date 15th September
1983.

HUDDERSFIELD POLYTECHNIC
Department of Vocational Education
LECTURER II - METHODS OF
TEACHING SECRETARIAL &
BUSINESS SUBJECTS Ref: EL2

Applications are invited from qualified teachers with
considerable experience of teaching Secretarial and Business
Subjects in further education. The teaching programme
of the person appointed will include:

- * The provision of courses in special methods of teaching
Secretarial and Business Subjects for students
attending Certificate in Education Courses.
- * The supervision of dissertations on diploma and degree
courses.
- * The design and teaching of short courses on aspects of the
new technology and its implications for Secretarial and
Business teachers.

In addition to secretarial and teaching qualifications, a degree in
Business Studies Subjects would be an advantage. Staff are
expected to undertake activities, including research, in addition
to teaching duties.

Salary: £17,215-£21,588

Further details and application forms may be obtained from the
Principal, Huddersfield Polytechnic, Queensgate, Huddersfield
HD1 3DH. Tel: 0484 22225. Ext. 2224 and should be returned
by 20th September, 1983.

COLLEGES OF FURTHER
ED

continued

ROTHERHAM
METROPOLITAN COUNCIL
ROCKINGHAM COLLEGE
Rotherham
Lecturer in Business
Studies
Salary £5,449 - £8,735
Applications should be sent to the
Principal, Rockingham College, Rotherham,
South Yorkshire. Closing date 15th
September 1983.

Colleges and
Departments of Art

CLEVELAND
CLEVELAND COLLEGE OF
ART AND DESIGN
Cleveland
Lecturer in Art
Salary £5,449 - £8,735
Applications should be sent to the
Principal, Cleveland College of Art and
Design, Cleveland, Cleveland. Closing
date 15th September 1983.

Fellowships,
Studentships and
Research Awards

CAMBRIDGE
UNIVERSITY OF CAMBRIDGE
Cambridge
Fellowship in Education
Salary £5,449 - £8,735
Applications should be sent to the
Principal, University of Cambridge,
Cambridge. Closing date 15th
September 1983.

NEWCASTLE
CITY OF NEWCASTLE UPON
TYNE

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON
TYNE
Lecturer in Business
Studies
Salary £5,449 - £8,735
Applications should be sent to the
Principal, Newcastle City of Further
Education, Newcastle upon Tyne.
Closing date 15th September 1983.

Youth and
Community Service

LEEDS
CITY OF LEEDS
Leeds
Lecturer in Business
Studies
Salary £5,449 - £8,735
Applications should be sent to the
Principal, Leeds City of Further
Education, Leeds. Closing date 15th
September 1983.

Adult Education

**KINGSTON UPON
THAMES**
ROYAL BOROUGH OF
KINGSTON UPON THAMES
Lecturer in Business
Studies
Salary £5,449 - £8,735
Applications should be sent to the
Principal, Kingston upon Thames
College of Further Education, Kingston
upon Thames. Closing date 15th
September 1983.

TEMPORARY
LECTURER IIIn the Department of
Mechanical Engineering

Temporary full-time Lecturer II to teach Plant Maintenance
and associated Mechanical Engineering subjects for the
period 1st October, 1983 to 31st August, 1984. Applicants
should be qualified Engineers with training experience. A
knowledge of computerized systems will be an advantage.
Salary: £7,215 to £11,588 per annum, dependent upon
qualifications and experience.

Application forms and further particulars from The
Principal, Coventry 67221, Ext. 270, to be returned by
16th September, 1983.

Coventry
Technical College

Bulls, Coventry CV1 3GD Tel: 0203 57221

FURTHER
EDUCATION

Tyneside Regional Council
Further Education
Bramham Estate, Cright Road, Parth
Applications are invited from suitably qualified and experienced persons for the
following post:

**SENIOR LECTURER II
IN CATERING**
(Re-advertisement)
Salary Scale - £10,415-£12,228

The successful candidate will be required to assist with the teaching
of the Food Course Elements of SCOTEC,
SCOTEC, GCS and VTS Courses.

Relevant industrial and teaching experience is essential and applicants should
possess a teaching qualification.

Application forms and further details may be obtained from the Principal at the
above address to whom completed applications should be returned by Friday
16th September, 1983.



FURTHER EDUCATION

Coventry City Council
Further Education
The Hill Residential College, ABERAVENTY
STAFF TUTOR LECTURER II
(Re-advertisement)
Salary Scale - £7,215-£11,588

A staff tutor is required at this short-term residential college to initiate, organize and
teach on a wide range of courses suitable for adults.

A mature person is sought who would be prepared to adopt an innovative approach, is
flexible and sympathetic to the varying and changing needs of adult education.
Applicants must possess a degree or its equivalent. No special subject qualification
is needed but the post provides opportunities for the person appointed to develop
programmes in higher adult education.

PONTPOOL COLLEGE
LECTURER II
IN ELECTRICAL ENGINEERING
As soon as possible
Salary Scale - £7,215-£11,588

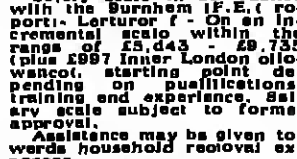
Applicants must have had appropriate industrial and teaching experience and be
graduate holders of an HND, HNC or HTE in Electrical Engineering. The successful
applicant will be expected to co-ordinate programmes for the TEC Electrical
Engineering Technician Certificate and Diploma, and to participate in team
development and Micro-Processor Training.

Application forms and further particulars obtainable from the Director of Education,
Coventry City Council, Coventry CV1 3GD. On receipt of stamped self-addressed envelope, quoting
reference number, to be returned by 16th September, 1983.

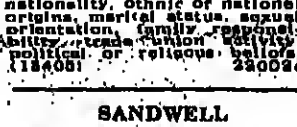
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Bulls, Coventry CV1 3GD Tel: 0203 57221

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LECTURER II
IN ELECTRICAL ENGINEERING
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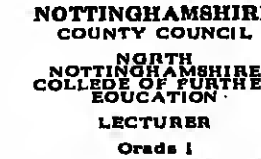
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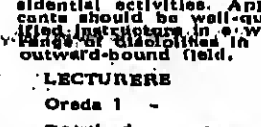
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Salary Scale - £10,415-£12,228

The successful candidate will be required to assist with the teaching
of the Food Course Elements of SCOTEC,
SCOTEC, GCS and VTS Courses.

Relevant industrial and teaching experience is essential and applicants should
possess a teaching qualification.

Application forms and further details may be obtained from the Principal at the
above address to whom completed applications should be returned by Friday
16th September, 1983.



FURTHER EDUCATION

Coventry City Council
Further Education
The Hill Residential College, ABERAVENTY
STAFF TUTOR LECTURER II
(Re-advertisement)
Salary Scale - £7,215-£11,588

A staff tutor is required at this short-term residential college to initiate, organize and
teach on a wide range of courses suitable for adults.

A mature person is sought who would be prepared to adopt an innovative approach, is
flexible and sympathetic to the varying and changing needs of adult education.
Applicants must possess a degree or its equivalent. No special subject qualification
is needed but the post provides opportunities for the person appointed to develop
programmes in higher adult education.

PONTPOOL COLLEGE
LECTURER II
IN ELECTRICAL ENGINEERING
As soon as possible
Salary Scale - £7,215-£11,588

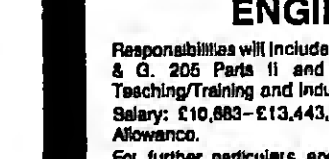
Applicants must have had appropriate industrial and teaching experience and be
graduate holders of an HND, HNC or HTE in Electrical Engineering. The successful
applicant will be expected to co-ordinate programmes for the TEC Electrical
Engineering Technician Certificate and Diploma, and to participate in team
development and Micro-Processor Training.

Application forms and further particulars obtainable from the Director of Education,
Coventry City Council, Coventry CV1 3GD. On receipt of stamped self-addressed envelope, quoting
reference number, to be returned by 16th September, 1983.

TEMPORARY
LECTURER IIIn the Department of
Mechanical Engineering

Temporary full-time Lecturer II to teach Plant Maintenance
and associated Mechanical Engineering subjects for the
period 1st October, 1983 to 31st August, 1984. Applicants
should be qualified Engineers with training experience. A
knowledge of computerized systems will be an advantage.
Salary: £7,215 to £11,588 per annum, dependent upon
qualifications and experience.

Application forms and further particulars from The
Principal, Coventry 67221, Ext. 270, to be returned by
16th September, 1983.



Bulls, Coventry CV1 3GD Tel: 0203 57221

FURTHER
EDUCATION

Tyneside Regional Council
Further Education
Bramham Estate, Cright Road, Parth
Applications are invited from suitably qualified and experienced persons for the
following post:

**SENIOR LECTURER II
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(Re-advertisement)
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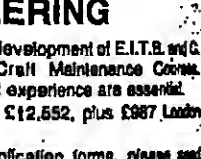
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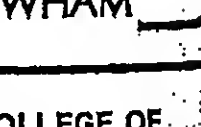
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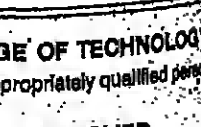
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DONCASTER METROPOLITAN
INSTITUTE OF HIGHER EDUCATION

DEPARTMENT OF DESIGN

**Temporary Lecturer Grade 1 -
Hairdressing (2 posts)**
(Appointment to run from September 1983 to
August 1984)

The persons appointed will be located in the Hairdressing
Section of the department to support the Manpower Services
Commission funded VTS Hairdressing course. Responsi-
bilities will include administrative work, pastoral care and the
organization of industrial placements and educational visits.
The successful candidate is likely to be a qualified teacher with
City and Guilds Hairdressing Certificate. The City and
Guilds Beauty Therapy Certificate would be an advantage.
Personal qualities of sensitivity and an ability to relate
effectively to young people are of utmost importance.

Temporary Lecturer Grade 1 -
Decorative Arts/General Education

(Appointment to run from September 1983 to
August 1984)

The person appointed will be located in the Hairdressing/
Fostering/Personal Presentation Section of the department and
will be expected to co-ordinate multi-discipline MSC courses
in the Hairdressing Section. There is a requirement to teach
students of mixed ability including ESN and dual students. A
degree in General Education and a qualification in the Design
field would be an advantage.

Salary Scale - Lecturer 1 - £5,949-£8,763. Placing on this
scale is dependent on qualifications and experience.

Please send stamped addressed envelope for application
form and post particulars to: Staffing Section, Doncaster
Metropolitan Institute of Higher Education, Waterdale,
Doncaster DN1 9EX. Tel: 0502 22122.
Closing date for applications - 16 September 1983.

DONCASTER METROPOLITAN
INSTITUTE OF HIGHER EDUCATIONDEPARTMENT OF ART EDUCATION
AND FOUNDATION STUDIES

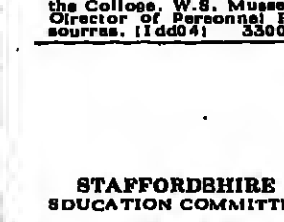
LECTURER GRADE 1 - GRAPHIC DESIGN

Applications are invited from suitable candidates, with a
graduate background in Graphic Design, to teach on the
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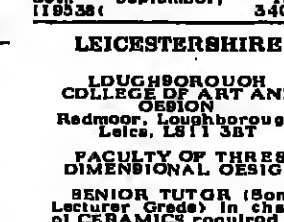
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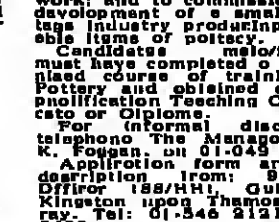
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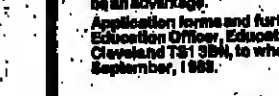
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